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ABSTRACT

This post-doctoral study was conducted to investigate selected features of graduate schools, including graduate schools of education, and graduate programs in curriculum studies in 25 leading research universities in the United States. This document describes the unique features of each of the graduate schools in the universities in regard to enrollment, faculty and student groups, tuition rates, school programs, degrees offered, academic requirements for admission and graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities; features of the graduate programs in curriculum studies in regard to enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals and strengths of the graduate degrees; unique research features about each of the 25 programs in curriculum studies in regard to curriculum research, availability of research courses dealing with forms of curriculum inquiry, methods of preparing graduate students in curriculum inquiry, faculty research, research problems, and forms of curriculum inquiry employed in 1,547 doctoral dissertations published from January 1993 to June 1994. Graduate programs at the following colleges or universities were included: Boston College (Massachusetts), Cornell (New York), Harvard (Massachusetts), Indiana, Louisiana State, Michigan State, Ohio, Pennsylvania State, Purdue (Indiana), Rutgers (New Jersey), Stanford (California), Teachers College/Columbia (New York), Georgia, Illinois, Iowa, Michigan, Minnesota, North Carolina, Southern California, Texas, Virginia, Washington, Wisconsin, and Vanderbilt (Tennessee). Five appendices provide the following: (1) letters and survey questionnaires; (2) glossary of terms; (3) research questions and list of selected universities; (4) descriptions of the 25 universities, unique features of graduate schools and graduate programs in curriculum studies, graduate curriculum research, and synthesis of each of the 1,547 doctoral dissertations published from January 1993 to June 1994; and (5) author's curriculum vitae. (LL)

GRADUATE SCHOOL PROGRAMS AND DOCTORAL RESEARCH IN CURRICULUM STUDIES IN TWENTY-FIVE LEADING RESEARCH UNIVERSITIES IN THE UNITED STATES OF AMERICA

A Report of a Post-Doctoral Fellowship Research Study

By

CARMEN LEONOR ROSALES, Ph.D.
Associate Professor
The National Open University (UNA)
The Catholic University Andres Bello (UCAB)

Financial Sponsors:

Fundayacucho—LASPAU
(affiliated with Harvard University)
and
Organization of American States

I grant the Organization of American States-OAS/OEA, the Venezuelan Foundation Gran Mariscal de Ayacucho- FGMA, the Latin American Scholarship Program of American Universities—LASPAU (affiliated with Harvard University), and The Pennsylvania State University (USA) the non- exclusive rights to use this work for these institutions' own purposes and to make single copies of the work available to the public on a not-for-profit basis if copies are not otherwise available.

Carmen L. Rosales

Carmen Leonor Rosales, Ph.D.

September, 1994

Acknowledgments

This research project was conducted under a grant from the Organization of American States (OAS-OEA) and the Venezuelan Foundation "Gran Mariscal de Ayacucho" (FGMA) through the Latin American Scholarship Program of American Universities (LASPAU—affiliated with Harvard University) with faculty assistance, support , and the use of facilities of The Pennsylvania State University where the project was based and where the project director, Dr. Carmen Leonor Rosales, held a Post-Doctoral Research Fellowship during 1993-1994. I want to thank the above mentioned organizations and especially Dr. Carlos Paldao (OAS) and Dr. Leopoldo Lopez Gil (FGMA), for their support.

I am very grateful to my mentor-friends at The Pennsylvania State University, Dr. Edmund C. Short, Professor of Curriculum; Dr. William Toombs, Professor Emeritus of Higher Education; Dr. Diane L. Common, Head of the Department of Curriculum and Instruction; Dr. Francis DiVesta, Professor of Educational Psychology; and Dr. Francis R. McKenna, Professor Emeritus of Educational Theory and Policy, for all they have taught me about academic life in American Higher Education and for their hospitality, their unconditional support, and assistance given to me during my residence at The Pennsylvania State University.

I would also like to thank Professor Socorro Peraza, Rector, Dr. Arturo Banegas, Coordinator of the Rectorate, and Professor Edgar Ramirez, Coordinator of the Metropolitan Local Center of the National Open University, (UNA, Venezuela) as well as the Dean of the Faculty of Humanities and Education Professor Orlando Alvarez, the Director of the School of Education, Professor Rafael Estrada, and the head of the Pedagogical Sciences Department, Professor Aida Noda from the Catholic University Andres Bello (UCAB, Venezuela), for approving my leave of absence and the facilities provided so that I might be able to come to the United States of America to conduct this study.

Recognition is also made to the participants of this study: Curriculum Department Chairs, Professors, and Admission Officers from 25 leading research Universities throughout the United States of America: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

I would also like to acknowledge especially Dr. Edmund C. Short, The Pennsylvania State University, for his assistance in reviewing the plan for the study and in editing this report.

The contents of this study represents the work of the author and endorsement by the institutions and individuals mentioned in it should not be assumed.

Carmen Leonor Rosales
September, 1994

Abstract

This study investigated selected features of graduate schools, including graduate schools of Education, and graduate programs in Curriculum Studies in 25 selected leading research universities of the United States of America. The primary purpose of this study was to describe the unique features or strengths of graduate programs in Curriculum Studies, research courses offered by them, ways of preparing graduate students in research, and research problems and forms of curriculum inquiry employed in doctoral dissertations published from January 1993 to June 1994.

Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools in these universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in these universities in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize these? (4) What are the unique research features about each of the 25 graduate programs Curriculum Studies in regard to curriculum research, availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among these 25 leading research universities? What are their typical features?

The descriptive study approach supplemented by a comparative analysis is the methodology used for the study. The following are the aspects that form the bases of information for this study: twenty five categories to describe unique features of graduate schools and curriculum programs identified by the researcher, twelve of them from the Peterson's Guide (1993-95); five categories to describe the strengths of the exemplary graduate programs as identified by Keim (1983); seventeen forms of curriculum inquiry identified by Short (1991), integrated in ten by the researcher; 1547 doctoral dissertations published during 1993-94 by the selected 25 Graduate-Professional Programs of Curriculum Studies; a survey questionnaire answered by department chairs, professors and admission officers; directories, catalogs, and information materials (1994) from each selected university identified by the U.S News and World Report (1991 and 1993) as "National Top Universities," identified by the Carnegie Foundation for the Advancement of Teaching (1994) as "research leading universities," including the widely recognized "Big Ten Universities".

The 25 surveyed U.S universities were the following: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, The Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

The main contribution of this study is to provide recent information about the unique features and strengths of selected graduate schools, professional graduate programs in Education (especially Curriculum Studies programs) in the United States of America which may be useful in choosing a college or university to attend. This report gives important characteristics of 25 leading research universities in the USA which can be helpful in a student's decision to apply to a particular college or university. Information on the availability of different research courses in which selected forms of curriculum inquiry are taught, the identification of the typical ways of preparing future research leaders in Curriculum Studies, and the examples of 1547 doctoral dissertations that illustrate the application of ten integrated forms of curriculum inquiry all contribute to the knowledge needed by students and others to make informed decisions about which university and program to enter.

Results of this study will also be used to improve the knowledge of national and international administrators (especially from institutions which provide financial aid for graduate study in education), as well as faculty and student knowledge about these programs. Information will also help guide decision making concerning the creation or redesign of future Curriculum Studies programs and the kind of educational research preparation that should be provided to graduate students. The study provides some guidance and direction for facilitating the development of similar programs within other Education-graduate programs. Such programs are essential to the development of educational systems; without these graduate programs, oriented toward curriculum research, it will be very difficult to provide quality to the other levels of the system.

PENNSTATE

Department of Curriculum and Instruction
College of Education

The Pennsylvania State University
Chambers Building
University Park, PA 16802-3205

State College, July 30th, 1994

TO WHOM IT MAY CONCERN

On behalf of the Department of Curriculum and Instruction, College of Education, The Pennsylvania State University, I am pleased to certify that Professor Carmen L. Rosales-Dordelly has been with us as a Postdoctoral Scholar in the Department of Curriculum and Instruction since November 1993. As a Ph.D. Graduate of this College, she had the opportunity to interact and consult with many of the faculty that she knew across a number of departments, especially Professor Edmund Short, who was her official sponsor and with whom she worked in Curriculum and Supervision, Professor William Toombs in Higher Education, Professor Francis DiVesta in Educational Psychology and Professor Francis McKenna in Educational Administration, Policy and International Education.

Professor Rosales-Dordelly was able to participate in graduate classes, talk with students, attended seminars and courses with the privileges of faculty members, had meetings and interviews with professors in her fields of interest, and used the facilities of Penn State libraries while she was engaged in an on-going educational research in the area of Curriculum Development and Inquiry in Doctoral Programs in selecting leading research universities of the United States. The results of this investigation are to be presented in September to Penn State University and to her official financial granting agencies under Posdoctoral Fellow Program: the Organization of American States and the Fundacion Gran Mariscal de Ayacucho (FGMA-LASPAU).

It is important to say, that we have enjoyed the presence of Professor Rosales-Dordelly. But, especially important to us is our affirmation of continuing our friendship across the nation states and kilometers that will divide us. She has contributed to the quality of life at Penn State University and we are greatful with her for all that she has done to build bridges of understanding between Venezuela and the United States.

Sworn to and subscribed before me
this 5th day of Sept 1994
Rose V. Marriott

Notarial Seal
Rose V. Marriott, Notary Public
State College Boro, Centre County
My Commission Expires Jan. 25, 1995

Sincerely,
D Common
Dianne L. Common, Head
Department of Curriculum and Instruction

cc: Rodney J. Reed, Dean, College of Education

An Equal Opportunity University

PENNSTATE

Department of Curriculum and Instruction
College of Education

The Pennsylvania State University
Chambers Building
University Park, PA 16802-3205

State College, September 15, 1994

CERTIFICATION

This is to certify that Dr. Carmen Leonor Rosales, I.D. card number: 3.713.225 from Venezuela has completed with excellence her post-Doctoral Research entitled: "Graduate School Programs and Doctoral Research in Curriculum Studies in 25 Leading Research Universities in the United States of America". This research project was conducted under a grant from the Organization of American States (OAS-OEA) and the Venezuelan Foundation "Gran Mariscal de Ayacucho" (FGMA) through the Latin American Scholarship Program of American Universities (LASPAU -affiliated with Harvard University) with faculty assistance, support, and the use of facilities of The Pennsylvania State University where the project was based and where the project director, Dr. Carmen Leonor Rosales, held a Post-Doctoral Research Fellowship during 1993-1994.

The results of this study provide the most recent information on the unique features and strengths of graduate schools, graduate programs in Education and, in particular, graduate programs in Curriculum Studies. The study focused on the availability of different forms of curriculum inquiry through the research courses offered, the identification of the typical ways for the preparation of the future curriculum research leaders, and the application of forms of curriculum inquiry in doctoral research throughout the selected leading universities of the United States of America from January 1993 through June 1994.

The findings together with the review of the literature could be utilized as criteria by those authorities, professors, researchers, writers and graduate students, and other professionals in education, responsible for instituting, executing, and evaluating graduate curriculum and instructional programs, and research in higher education. These criteria are key factors in choosing a university or a program by prospective graduate students or by national and international institutions in providing graduate financial aid. They are also unique features or categories which are taken in consideration by recognized organizations in classifying universities.

Dr. Carmen Leonor Rosales has done a remarkable work in the development of her research project as a Post-Doctoral Scholar in the Department of Curriculum and Instruction at this University from late November 1993 through September 15, 1994. Therefore, without hesitation I recommend the publication of her research report.

Sincerely,

Edmund C. Short
Edmund C. Short
Professor of Education
Post-Doctoral Fellowship Sponsor for Dr. Carmen Rosales

Sworn to and subscribed before me
this 15th day of Sept. 19 94
Peggy V. Mauriello

Notarial Seal
Peggy V. Mauriello, Notary Public
College Boro, Centre County
My Commission Expires Jan. 25, 1995

PENNSTATE

EDADM (814) 865-1487
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Fax (814) 863-7532

Administration, Policy, Foundations, and Comparative International Education

The Pennsylvania State University
Rackley Building
University Park, PA 16802

September 30, 1994

The Organization of American States

To Whom It May Concern:

It has been my privilege to be associated with **Carmen Leonor Rosales, Ph.D.**, and with her work, "Graduate School Programs and Doctoral Research in Curriculum Studies in Twenty-five Leading Research Universities in The United States of America." Dr. Rosales designed and executed a comprehensive survey of American graduate study in the field of school curriculum development. Using reliable and expert judgments as to institutional quality, she selected carefully a sample that by any standards would be deemed America's leading universities. Her respondents, department heads or other distinguished specialists, provided her with timely information and cues as to the methodological and ideological preferences of their institution's research and training facility. In addition, she extended her grasp of the field by constructing a kind of metastudy of recent doctoral dissertations produced at the twenty-five institutions. Her effort is systematic and comprehensive. Moreover, it is, I believe, the first attempt to bring together a "state of the art" analysis of this specialty.

The utility of the Rosales study for Venezuelan, Latin American, and other scholars in gestation in the "Third World," as for North Americans, is enormous. Few issues of public policy are more crucial than a nation's youth. Curriculum studies departments exist to facilitate the development of the academic, technical, and civic understandings of the rising generation. Rosales has shown, for the United States, what is being done, where, by whom, and more. The study provides insights to the methodological preferences and the sort of issues given precedence in the several sites surveyed. With the Rosales' study in hand, the scholar-practitioner will not be required to rely upon fate in making a decision as to which U.S. university(ies) offers the program, philosophical orientation, and/or research techniques which s/he or a sponsoring agency deem of value; a careful perusal of Rosales' work will eliminate much of the confusion or dread in making the choice of graduate program in this area. Clearly, the work must be published and circulated widely. Dr. Rosales is to be commended for her contribution.

Sworn to and subscribed before me
this 30th day of Sept 19 94
Rose V. Marriott

Notarial Seal
Rose V. Marriott, Notary Public
State College Boro, Centre County
My Commission Expires Jan. 25, 1995

Sincerely,

Francis R. McKenna

Francis R. McKenna
Associate Professor of Education

Florida International University

September 14, 1994

To Whom it May Concern:

Re: Report titled, "Graduate School Programs and Doctoral Research in Curriculum Studies in Twenty-Five Leading Research Universities in the United States of America" by Carmen Leonor Rosales, Ph. D.

The above document is an unprecedented survey of Graduate School Programs in Curriculum Studies. It is a thorough and scholarly work and will function as an important guide for development of similar programs in the United States and in other countries. The schools selected for study have programs which serve as a benchmark against which to evaluate other programs already in existence or to be developed in the near future. It places Graduate Programs in Curriculum Studies on an equal basis with doctoral programs in other educational fields. It is my belief that this very worthy document should be disseminated throughout the universities in Venezuela, and Latin America in general. It will also be of interest to most universities in North America as both a resource and benchmark guide. I recommend strongly that information compiled in this document be disseminated in through publications, conferences, lectures, symposia antd the like. Dr. Rosales is to be complimented on an excellent research product.

Francis J. Di Vesta

Francis J. Di Vesta, Ph. D.
Professor of Educational Psychology

University Park, Miami, Florida 33199

Equal Opportunity/Equal Access Employer and Institution

PENNSTATE

Department of Curriculum and Instruction
College of Education

The Pennsylvania State University
Chambers Building
University Park, PA 16802-3205

August 30, 1993

Sworn to and subscribed before me
this 5th day of Sept 1994
Rose V. Marriott

Notarial Seal
Rose V. Marriott, Notary Public
State College Boro, Centre County
My Commission Expires Jan. 25, 1995
Member, Pennsylvania Association of Notaries

Professor Carmen L. Rosales-Dordelly
URB, La Boyera Resid. Las Rocas-Agata Apto. 132
Via El Hatillo FTE a el Cigarral
Caracas, Miranda 1081
VENEZUELA

Dear Professor Rosales-Dordelly:

On behalf of the Department of Curriculum and Instruction, College of Education, The Pennsylvania State University, I am pleased to extend an invitation to you to visit and study with us as a Postdoctoral Scholar in the Department of Curriculum and Instruction between November 1993 and September 1994. As a Ph.D. graduate of this department, you know many of the faculty, especially Professor Edmund Short with whom you will be working in Curriculum and Supervision. I know that our faculty will make every effort to make your visit both academically and professionally beneficial to you.

During your visit you will have the opportunity to consult with faculty, engage in studies of your own, and use the facilities of the Penn State libraries. You will be able to participate in classes, talk with students, and present guest lectures if you wish. I understand that you will assist Professor Short in on-going research of mutual interest to both of you in the area of curriculum development and inquiry.

We look forward to your arrival this fall. Professor Short will serve as your official host and will assist you in getting reacquainted with the Department and the University. He will make whatever official arrangements are necessary to allow you to use the services of the University while you are here. Please contact him for assistance in arranging local housing.

We will provide a small work station for your use while visiting the Department. We will try to do everything we can to make your stay with us as a visiting scholar as pleasant and productive as possible. I look forward to meeting you and talking with you upon your arrival.

We have requested that the University's Records and Procedures Department send you the Certificate of Eligibility (FORM IAP-66) which must be completed prior to being permitted to enter the United States as an Exchange Visitor under a J-1 visa. When your travel plans have been completed, please notify Professor Short so that we may plan to receive you on your arrival. FAX 814-863-7602; telephone 814-865-6569; address on this letterhead.

Sincerely,

Dianne Common

Dianne L. Common, Head
Department of Curriculum and Instruction

cc: Rodney J. Reed, Dean, College of Education
Edwin Herr, Associate Dean, College of Education
A. J. Grill, Assistant to the Dean, College of Education
Edmund C. Short, Professor of Curriculum and Instruction
Richard Riddle, Administrative Assistant to the Head, Curriculum and Instruction

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C E R T I F I C A C I O N

La Oficina de la Secretaría General de la Organización de los Estados Americanos en Venezuela, hace constar por medio de la presente que a la Señora **CARMEN LEONOR ROSALES DE DORDELLY**, portadora del Pasaporte Venezolano No. 3713225, se le ha otorgado una beca de postgrado para la Universidad de Pennsylvania a iniciarse en agosto de 1993, o en enero de 1994.

Se expide la presente certificación a solicitud de parte interesada, en Caracas a los diecinueve días del mes de julio de mil novecientos noventa y tres.

LUISA DE TALLEDO
Encargada
Oficina de la OEA en Venezuela

ED 379 282

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FUNDAYACUCHO
LASPAU 25 Mt. Auburn Street, Cambridge, Massachusetts 02138 USA
Phone: (617) 495-5255 Fax: (617) 495-8990 Bitnet: LASPAU@HARVARDA.BITNET

May 6, 1994

Carmen Leonor Rosales de Dordelly
P.O. Box 10046
State College, PA 16805

Dear Carmen,

We appreciate the time and effort that you and your academic advisor have taken to complete your course outline. We have examined your proposed course of study and compared it to your university catalogue. We are pleased to inform you that your plans meet the guidelines established by the Fundación Gran Mariscal de Ayacucho (Fundayacucho) for its educational scholarship program. We have approved September 15, 1994 as your termination of program date. Your funding and, if applicable, insurance coverage will end on the last day of that month. A copy of the outline will be sent to Fundayacucho with your next progress report.

LASPAU will report to Fundayacucho on your progress three times a year. You and your advisor will be asked to comment on your performance. Please include information on any conferences, events, or other activities in which you partake. Both LASPAU and Fundayacucho enjoy hearing about your accomplishments and successes.

You and your academic advisor should feel free to communicate with LASPAU about your academic activities and funding requirements throughout the year. If you ever have academic difficulties, contact us quickly so that we can work to resolve them. If you or your advisor foresee that you will be unable to complete your program by September 15, 1994, inform us as soon as possible, because extensions are difficult to arrange and are often denied. In that regard, I urge you to begin working on any projects involving extensive research as early as possible to allow for unanticipated delays.

As your advisor at LASPAU, I am here to assist you in meeting your degree objectives. We hope your experience here is rewarding for you both personally and professionally. I look forward to working with you throughout your program.

Please accept my best wishes for a successful program.

Sincerely,

Giselle G. Ferreira
Scholar Advisor for Fundayacucho

enclosure

cc: Dr. Edmund C. Short, Professor
Dr. James Lynch Jr., Director, Office of International Students

FUNDAYACUCHO
LASPAU 25 Mt. Aubum Street, Cambridge, Massachusetts 02138 USA
Phone: (617) 495-5255 Fax: (617) 495-8990 Bitnet: LASPAU@HARVARDA.BITNET

diciembre de 1993

Carmen Leonor Rosales de Dordelly
P.O. Box 10046
State College, PA 16805

Estimado Estudiante:

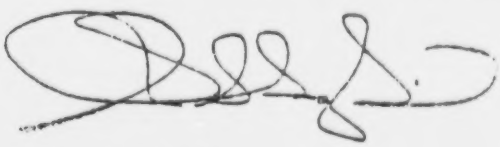
Quienes en Venezuela sabemos quien es usted y que hace, nos hemos propuesto estar más cerca para unir nuestros esfuerzos, y para hacerle sentir la solidaridad de quienes aquí aplaudimos y apoyamos su empeño.

Como usted habrá podido apreciar allí donde se encuentra, las ciudades y las sociedades cambian y se perfeccionan cuando una minoría con perseverancia y talento se lo propone. Eso, que ya lo han hecho otros pueblos, tambien vamos a hacerlo nosotros en Venezuela, con la ayuda que el país espera de su preparación y conocimientos.

Formar talento para que ese talento construya una Venezuela moderna y eficiente, es en pocas palabras, la razón y fin de Fundayacucho.
Por ello es necesario que desde Venezuela le expresemos claramente el interés que tenemos por sus estudios. Y por eso es también necesario e importante, que usted recuerde que el destino y el futuro de su país, son parte esencial de su proyecto de carrera.

Por eso le escribo. Para que mantengamos viva nuestra misión. Y para que sepa, que quienes aquí le hemos apoyado y creemos en usted no estamos lejos. Estamos al alcance de una hoja como esta. De una carta o de una postal, que cuando usted nos escriba, contándonos sobre sus esfuerzos y sus resultados, leeremos aquí con los profesores y empresarios a quienes he pedido que me acompañen para estar en contacto con usted y con cada uno de los Ayacuchos.

Con afecto, y grandes espectativas por su éxito, esperamos en Fundayacucho su carta.



Leopoldo López Gil
Presidente

P.S. Quizás haya recibido ya ésta por correo electrónico, pero estamos enviándosela también en hoja impresa para estar seguros de que le haya llegado.

El Rector de la

Universidad Católica Andrés Bello

otorga el presente

Diploma

A la Profesora **Carmen Rosales de Dordelli**

como constancia de habérsele conferido la

MEDALLA DE HONOR

en la TERCERA clase (Medalla de BRONCE) según Decreto Rectoral del 25 de Noviembre de 1991

En fe de lo cual firma el presente Diploma en unión del Secretario.

Caracas, 28 de Noviembre de 1991.

El Rector,

El Secretario,

La Universidad Nacional Abierta

En el XVII Aniversario de su creación

Confiere el presente

Diploma

al ciudadano (a)

Carmen Rosales

Como reconocimiento por sus 15 años de servicio ininterrumpido en esta Casa de Estudios.

Caracas, 27 de Septiembre de 1.994

El Presidente

La Rectora

Carmen Leonor Rosales de Dordelly-Iturriza

Post-doctoral en EEUU

Entre numerosos aspirantes de Latinoamérica, la venzolana, doctora Carmen Leonor Rosales de Dordelly-Iturriza, fue elegida por la Organización de Estados Americanos (OEA) para hacer un progrma postdoctoral en la Univ. de Pennsylvania (PSU), en combinación con la Univ. de Harvard, en donde realizará una investigación sobre educación comparativa y curriculum universitario de Norteamérica, cuyos resultados serán publicados en la Revista Interamericana de Desarrollo Educativo para su distribución en todos los países afiliados a la OEA.

Rosales Vegas de Dordelly-Iturriza es Ph.D. en Educación Superior y planificación curricular de la Universidad del estado de Pennsylvania, Estados Unidos; Magister en Administración de la Educación de la Universidad de Ottawa, Canadá; realizó estudios de postgrado en México; Licenciada en Letras de la UCV y es profesora de Castellano, Literatura y Latín egresada del IUPC-UPEL. Ha sido recientemente distinguida con la "Orden 27 de junio", y ahora le deseamos mucho éxito en su trabajo postdoctoral en los Estados Unidos.

La elegida por la OEA, es autora del libro: "Curriculum Professors' Specialized Knowdge" que se utiliza a nivel de postgrado en los Estados Unidos y editora de "Educación Superior Hoy" de USIS en la Embajada Americana, diseñó libros de autoaprendizaje para la educación superior, así como diversas ponencias que ha presentado en Congresos nacionales e internacionales.

Fue profesora de Postgrado de la UCV, del IUPC y el IUMPM-UPEL, así como coordinadora de programas de intercambio cultural entre EEUU y Venezuela en la Embajada de los Estados Unidos (USIS); Directora de Postgrado de la UNIMET; Jefe del Departamento de Ciencias Pedagógicas de la UCAB, de donde egresaron dos promociones que llevan su nombre; y en sus inicios, se desempeñó como planificadora curricular en el Ministerio de Educación. Recientemente fue directora Central de Registro Académico de la Universidad Nacional Abierta, posición que dejó al corto tiempo, para dedicarse a sus labores de Asesoría Académica en la misma Universidad, para la cual ha elaborado durante 15 años en diversas posiciones académicas.

Con carácter ad honorem es miembro de la Junta Directiva de Orinoquia en IDEA; miembro de la Asociación Norteamericana y de la Asociación Canadiense Venezolana.

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Triunfos de los Dordelly Rosales

Doctora Carmen Leonor Rosales de Dordelly-Iturriza

Nelson Richard Dordelly Rosales

Entre numerosos aspirantes de Latinoamérica, la doctora Carmen Leonor Rosales de Dordelly-Iturriza fue elegida por la Organización de Estados Americanos (OEA) para hacer un programa postdoctoral en la universidad de Pennsylvania (PSU), en combinación con la universidad de Harvard, en donde realizará una investigación sobre educación comparativa y currículum universitario de Norteamérica, cuyos resultados serán publicados en la Revista Interamericana de Desarrollo Educativo para su distribución en todos los países afiliados a la OEA.

Esta profesional es Ph.D. en educación superior y planificación curricular de la universidad del Estado de Pennsylvania, Estados Unidos; magister en Administración de la Educación de la universidad de Ottawa, Canadá; realizó estudios de postgrado en México, licenciada en Letras de la UCV y es profesora de Castellano, Literatura y Latín, egresada del IUPC-UPEL. Recibió recientemente la orden 27 de Junio y ahora le deseamos mucho éxito en su trabajo postdoctoral en Estados Unidos. Es autora de interesantes trabajos y artículos sobre el tema educativo. Además es miembro de varias instituciones nacionales e internacionales.

Igualmente, la felicitamos porque su hijo de 10 años de edad, Nelson Richard Dordelly-Rosales, fue distinguido con la copa "al mejor estudiante", en el colegio Rufino Blanco Fombona, en El Peñón, junto a un diploma de reconocimiento "por la excelente cooperación con sus compañeros".

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I. INTRODUCTION AND OVERVIEW

This chapter provides an introduction to this research report. It has been arranged in the following sections: the background of the problem, the purposes of the study, the research questions, the need for the study and rationale underlying this research endeavor, the nature of the graduate school and of university research in the USA and, finally, a chapter summary.

The Background Of The Problem

Despite all the talk about retrenchment, American higher education is "healthy and expanding," says the Carnegie Foundation for the Advancement of Teaching. That assessment is based on the Foundation's new edition of its widely used "Carnegie Classification," which groups 3,600 accredited U.S higher education institutions into 11 categories, based largely on their academic missions. The updated classification shows that "there is now more higher education than ever in history," Ernest L. Boyer, the Foundation's President, said in an interview. According to him, "predictions of decline are not supported by the trends" (The Chronicle of Higher Education, April 4, 1994, p.1).

Carnegie's classification, which dates to 1970, is a key resource for academe. Institutions are classified according to the highest level of degree they award, the number of degrees conferred by discipline and, in some cases, the amount of federal research support they receive and the selectivity of their admissions. The classification "is not an attempt to build a pyramid in terms of quality." "It talks about the level of complexity of program," says Ernest L. Boyer, of the Carnegie Foundation (The Chronicle of Higher Education, April 4, 1994, p. 1).

Attempts to assess graduate instruction began with Hughes (1925) when he was President of Miami University in Ohio. More than three decades later another major evaluation was conducted by Keniston (1959) from the University of Pennsylvania who wanted to determine where Pennsylvania ranked in comparison with 25 other universities. Later assessments were sponsored by the American Council on Education (ACE) in 1964 and 1969. The findings yielded a detailed series of rankings and comparisons of leading departments. Roose and Anderson (1970) as well as Margulies and Blau (1973) and Morgan, Kearney and Regens (1976), using similar research methodology based on surveys, investigated graduate education to identify leading graduate programs.

A comprehensive study published by Dressel and Mayhew (1974) presented an analysis of higher education programs but did not specifically identify the characteristics of the programs. Almost a decade later, Lancaster (1982) did a comparison and development of models for the Doctor of Philosophy in Nursing and the Doctor of Nursing Science degrees. Keim (1983) conducted a study involving the identification of the ten most outstanding graduate programs in Higher Education as well as the description and analysis of their characteristics by a sample of professors. Rosales-Dordelly (1983) conducted a comparison of Curriculum Professors' Specialized Knowledge across the universities of two countries: the USA and Canada. Saylan (1983) described the perceptions and recommendations of recipients of the doctor of education in administration, curriculum, and supervision at George Washington University, and Schultz (1983) studied the doctoral program in higher education at the University of Southern California from 1977 to 1981.

Five years later, Nagel (1986) evaluated the doctoral program in educational administration of Akron based on the perceptions of those individuals who received the Doctor of Education degree between 1969-1984. In 1989, Porter from Harvard University, examined the quest for rationality in higher education—a comparative study of the national system for higher educational planning in five public universities in Mexico. Rietzammer (1989) proposed to develop a profile which would describe the most common practices occurring in the state certified student teaching programs in Alabama's institutions of higher education. Bliss (1989) made a comparative study of professional continuing education and corporate training; this study was a search for "something more" offered by institutions of higher education. Gautney (1989) conducted a comparative analysis of practices in exemplary programs for non-traditional women students offered by six Philadelphia area institutions of higher education. A few years later, Stiever (1993) from the University of Oregon, explored the topic of faculty productivity at a large Northwestern public university.

As an important issue, doctoral programs have been the focus of some contemporary researchers. Gardiner (1993) prepared a profile of student leadership development in American doctoral higher education programs. Ferrer-Mansoori (1993) focused on the determination of the essential knowledge doctoral students should acquire in a holistic nutrition education curriculum. Weiss (1993) produced information useful in the identification of mentoring constructs which are related to the attainment of career goals of recent doctoral degree recipients in education. Morrison (1993) studied the effects of learning modules on teaching library skills to doctoral students in education. Anderson (1993) studied the perceptions, attitudes, concerns, and emotions of selected doctoral students at Iowa State University. Finally, Sharpe (1993) studied and analyzed the dissertations in Higher Education Administration at the University of North Texas from 1971 to 1991.

All the above studies provide, in one way or another, a ground for this study. Several characteristics, procedures, and orientations were taken from these investigations. It was found, however, that no studies have been developed, until now, in relation to Curriculum Studies graduate programs nor to the analysis of doctoral research produced by these programs in top national universities of the United States of America. Therefore, it seems important to study questions concerning the characteristics of these graduate programs with a focus on doctoral educational research.

Purposes of The Study

This study began with a list of leading research universities in the USA which include graduate schools of Education and graduate and professional programs in Curriculum Studies. From those major universities, 25 were selected: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, The Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

The primary aims of this study were to identify the unique academic and research features and strengths of the graduate schools, including the graduate schools of Education and the graduate Curriculum Studies programs in these 25 universities, and to describe the research preparation provided to graduate students in their Curriculum Studies programs and the prevailing forms of curriculum inquiry employed in doctoral research produced by these programs.

A survey questionnaire was used to find out what department chairs, professors, and admission officers think about their graduate Curriculum Studies programs, what the unique features and strengths of these programs are, how many faculty, how many students are enrolled and how many were graduated during the last academic year, what the requirements for admission and for graduation are, what curriculum research courses are available to students, how they prepare graduate students as researchers, and what forms of financial aid for graduate students are available in curriculum research. In addition, this survey asked for information about the research problems that were investigated from January 1993 to June 1994, how many doctoral dissertations in

Curriculum Studies were produced during that time, and what forms of curriculum inquiry have been employed in these dissertations.

The study specifically sought 25 categories of information about the graduate schools of Education and their programs in Curriculum Studies in these 25 leading universities: enrollment, faculty and students groups, tuition, programs offered, degrees offered, admissions requirements, degrees requirements, doctoral degrees awarded, student services, financial aid, research facilities, computer facilities, identification of the specific unit in charge of graduate programs in Curriculum Studies, department head or contact faculty, specific enrollment/faculty, identification of the graduate programs in Curriculum Studies, specific departmental or program requirements, doctoral degrees awarded in the field of Curriculum Studies (1993-94), primary goals of graduate programs, main strengths, unique features which characterize the graduate programs, availability/application of curriculum inquiry in research courses, ways of preparing graduate students in research, faculty research, and doctoral dissertations (research problems and forms of curriculum inquiry employed) published during 1993-94.

In seeking to identify typical features and strengths among the 25 institutions, the information obtained was summarized and described in five categories: research, faculty, students, curriculum, and environment. The forms of curriculum inquiry referred to in research courses and applied in doctoral dissertations were defined as follows: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative and action research.

The study gathered information about these institutions and their Curriculum Studies programs not only through the survey questionnaires but also through a descriptive and comparative analysis of pertinent information in their most recent university catalogs, directories, and related published materials. Many of the descriptive characteristics of graduate schools identified by the 5's Guide for Graduate Professional Programs (1993-94) served as a basis for the categories used to seek information about and to compare the graduate schools in the 25 selected universities. Five categories of strengths which characterize exemplary programs as identified by Keim (1983) were applied to graduate Curriculum Studies programs. Twenty-five 1993-94 (and 1995 when available) university catalogs were reviewed to identify unique features of each university, graduate school and/or graduate programs in Curriculum Studies, their research courses and ways of preparing graduate students to conduct inquiry. Ten integrated forms of curriculum inquiry based on Short (1991) were used as a guide to study the total of 1547 doctoral dissertations in Curriculum Studies produced by students in these universities during 1993-94.

In summary, this study intended to determine whether these graduate Curriculum Studies programs have typical features or strengths, whether they provide a common research preparation to students, and whether their doctoral dissertations focused on similar research problems and utilized similar forms of curriculum inquiry.

Research Questions

Answers to the following research questions were sought in order to address the general purpose of the study:

(1) What are the 25 leading research universities in the USA which include graduate schools of Education and graduate programs in Curriculum Studies?

(2) What are some of the unique features about each of these graduate schools in these universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities?

(3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize their programs?

(4) What are the unique research features about each of the 25 graduate programs in Curriculum Studies in regard to curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94?

(5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among these 25 leading research universities? What are their typical features?

The Need For The Study

Despite growing interest in graduate education and the continuous expansion of its scope, comparison of school curricula across institutions has remained a neglected field of inquiry. Scholars in higher education who have tried to examine differences in curricula across national systems tend to use checklists of curriculum-related issues rather than adopting a particular theory of curriculum. However, an eclectic checklist of questions without reliance on a curriculum theory cannot serve as a basis for systematic studies in comparing curricula. Thus, the need for a theoretical framework was perceived, and the decision was made to adopt Short's 1991 approach to seventeen forms of curriculum inquiry (integrated in ten), Klein's model for curriculum research (1983) and Foshay's curriculum matrix (1987) to analyze if those curriculum forms were employed and if the concepts and components of the curriculum field, identified by Klein and Foshay, were treated in doctoral dissertations from January 1993 to June 1994.

After an exhaustive investigation, no study was found covering the research questions treated in this paper encompassing leading graduate schools, including unique features of Curriculum Studies programs and the educational research preparation provided, as well as the curriculum inquiry forms utilized in doctoral dissertations.

The 25 universities selected in this study are recognized by scholars all over the world because of their excellent programs in fields such as Law, Medicine, Business, Engineering, among others. This study is meaningful in the sense that it demonstrates how important are graduate programs in Education in these prestigious institutions. Graduate programs in Curriculum Studies are also a priority for the top research universities of the United States of America.

This study is also important in providing the most recent information on graduate schools, graduate programs in Education and, in particular, graduate programs in Curriculum Studies in these universities. The emphasis is on the unique features and strengths which are key factors in choosing a college or university and characteristics which affect the student's decision to apply to a particular college or university. Results of this study will be used to improve the knowledge of national and international administrators, especially from institutions which provide financial aid for graduate study, and faculty and student's knowledge about these programs in different North

American universities. The results of this study will help prospective graduate students in choosing a university or a program for graduate studies in Curriculum Studies. They will be criteria to evaluate existing programs in the field.

The need for this study is related to the importance of recognizing the duty of each university to provide an environment in which research and free inquiry would thrive and to make available to society the results of such activities. This investigation is related to the importance of recognizing that creative activity or research applied in the fields of education is indispensable if the university teaching is to have the relevance, freshness, and effectiveness expected of a distinguished institution of higher learning.

This study focused on the availability of different forms of curriculum research through the research courses offered, the identification of the typical ways for the preparation of the future research leaders, and the application of forms of curriculum inquiry in doctoral research throughout the leading research universities in the USA. Information provided in this study may help guide decision making concerning the creation or redesign of future Curriculum Studies programs and the kind of educational research preparation that should be provided to their graduate students.

The study is needed to provide some guidance and direction for facilitating the development of similar programs within Graduate Schools of Education. Such programs are essential to the development of educational systems; without these graduate programs, oriented toward curriculum research, it will be very difficult to provide quality to the other levels of the system.

A study of this nature is required to provide a set of typical features for a prototype program of Curriculum Studies in Education. Such programs do not exist in many universities, especially in Latin American countries such as Venezuela. Where there are resemblances, they tend to disappear or are hidden under different names or fields of study. The results and the procedures used in this study will be of interest to these institutions in the development and evaluation of their programs. The research procedures, the results, and a model survey questionnaire used in this study may also provide some guidance for future comparative studies.

The findings of this paper, together with the review of the literature, will be useful for planning, managing and creating similar graduate programs focused in Curriculum Studies. Specifically, to Venezuela and other affiliated Latin American countries in the Organization of American States (OAS), this study is useful in providing recent and important information to be published in their journals and magazines. This information is relevant not only for the creation of similar schools in

those countries, but also because it provides some criteria for the evaluation and redesign of the existing programs.

The results are needed as guidelines for the financial institutions such as the Venezuelan Foundation Gran Mariscal de Ayacucho (FGMA) and the OAS itself for students' selection and placement in those recognized universities of the United States. These guidelines also could help prospective graduate students in choosing an institution.

In regard to the forms of curriculum inquiry utilized to provide research preparation to the graduate students of education, no study has been previously undertaken which compares research courses, forms of curriculum inquiry that are taught or employed in doctoral research. Scholarly inquiry is a specialized intellectual activity which is essential to the academic profession. Therefore, it seems worthwhile to study the significance and value of curriculum inquiry that has been part of these graduate programs.

According to Wodarski (1991), most universities want to develop into major research universities. Therefore, the administration should address as a short-term goal the achievement of research stature and as a long-term goal the maintenance of that stature. In this sense, there is a need to quantify these goals in terms of the number of publications and the number of grants submitted. This study attempts to quantify and compare among leading research universities in the USA the number of doctoral dissertations from Curriculum Studies graduate programs produced in 1993-94. Therefore, it is worthwhile to develop target goals of this kind. The findings together with the review of the literature could be interpreted as ideas for planning, managing and creating graduate programs focused in educational research. The results of this study and the procedures used are of interest to higher education institutions, with graduate programs in education, in the development, evaluation, and improvement of their research programs.

The ideas discussed and analyzed in this study are not only of some interest to graduate professional Curriculum Studies department chairs, professors, graduate students, and admission officers themselves, but also of significance to other academic and administrative authorities, interested in improving the strengths of their programs and in maintaining or elevating their national prestige, and to those interested in creating similar or better programs in other universities. This study is important to those researchers, writers, faculties, graduate students, and other professionals in education responsible for studying, instituting, and executing curriculum and instructional programs and research in higher education.

In conclusion, this study is needed to provide a comprehensive summary of the main features of these renown universities in the USA that have graduate programs in Curriculum Studies. A summary of the most well known curriculum inquiry forms should be used to guide appropriately the professors and graduate students in their own research or in classifying or analyzing others' research. The study provides the synthesis of the most recent research problems or questions being developed, and forms of curriculum inquiry employed in doctoral dissertations. A model survey questionnaire for future descriptive studies of this nature and information provided in this report will help in guiding decision making concerning the emphasis on inquiry in the future educational research courses for graduate students.

The Graduate School And University Research In The United States Of America

A graduate school is a group of professors whose function is the granting of a graduate degree to someone who is already a college graduate. A graduate school may be a professional school where the academics constitute a profession. According to Toombs (1993), the work of college and university faculty in all dimensions meets the elementary criteria of a profession: foundations in theoretical knowledge, a body of skill in the use of that knowledge, and a requirement of wisdom in applying both knowledge and skill to particular circumstances.

The term "graduate professional school" denotes a school which grants graduate degrees, i.e., Master's degrees and Ph.D (Doctor of Philosophy) degrees which are professional degrees. These degrees originally used Latin or Greek and were called Magister Artium and Philosophiae Doctorum. Thus, a person who attains the Ph.D. is literally "a teacher of the love of wisdom" (Falk, 1991).

Many universities also grant the Ed.D. degree, that is, the degree of Doctor of Education and there are some other doctorates such as the D.S.W., i.e, Doctor of Social Work or the D.P.A., i.e., Doctor of Public Administration, etc. All of these degrees have about the same requirements but lack the prestige of the Ph.D. degree. While the evidence is hardly convincing, it is nevertheless commonly believed that the Ph.D. degree is harder to attain than the Ed.D. or other doctorates and that Ph.D. holders are "scholars". Because this is believed, the oldest of these degrees, i.e., the Ph.D., is generally more acceptable to academic departments (Falk, 1991, p.14).

Whether a candidate enrolls in a program leading to the Ph.D. degree or any other academic doctorate, the requirements are almost always the same. The first of these is that the candidate must be a college graduate and have shown at least some promise as a student. Acceptance does

not depend only on grades in college. The prospective candidate for a graduate degree is also asked to take an aptitude test generally of the multiple choice kind which deals with a great deal of subject matter called the Graduate Record Examination (GRE). This test is scored by an educational testing service operating nation wide. The score attained on that test, together with a review of the candidate's transcript, will determine whether a student may enter the graduate school as "matriculated," i.e., accepted for a possible degree (Falk, 1991, p.15).

At least 60 credit hours of graduate work are necessary in order to complete the requirements "for course work." This generally takes a minimum of two years of full time study. These classroom courses must be passed before taking the "prelims," i.e., the preliminary examinations. The "prelims" follow the completion of the course work but precede the writing of the dissertation. These examinations are also known as "comprehensives" or "comps." These examinations typically last for two days and are normally designed to "cover" several areas. The theory here is that the candidate must demonstrate that he has a good knowledge of the subject matter s/he has studied so far and that s/he should therefore be admitted to formal "candidacy," i.e., permitted to write a dissertation.

In addition, a reading knowledge of a foreign language has traditionally been required by most departments before the dissertation may be begun. Reading examinations are held by the foreign language department. Some academic departments have dropped the language requirement altogether and substituted a knowledge of computer science and statistics, a substitution which is almost always true of departments granting the Ed. D. degree.

There are a number of Ph.D. candidates who do not take the M.A. degree but go directly to the Ph.D. That means that these candidates never take the M.A. examinations nor write a thesis. They satisfy the course work and language requirement and leave it at that. This can, of course, be advantageous because it saves a lot of time. It can also be disastrous to those who never finish the doctorate and then have no advanced degree whatever. Those who seriously wish to pursue the doctorate are assigned an advisor by the department. Such an advisor will discuss with the candidate what courses s/he might take, when to take the various examinations, and how to deal with a variety of problems confronting graduate students.

A professional graduate school focuses not only on specialized common bodies of knowledge but also on research which it is a very important part of graduate program. Usually, it takes a doctoral candidate two additional years, as the minimum, to accumulate her/his research and write her/his dissertation. A doctoral committee of three or four members evaluate the dissertation project and

final presentation. This means that a doctoral candidate must not only write a dissertation, s/he must also master academic politics to have a smoothly functioning committee with a challenging, rewarding, and interesting process.

The real reason for this insistence of the profession on academic research and publication is that the advancement of knowledge in this world requires it. America, particularly, depends on the American professoriate (and graduate researchers) to produce new knowledge in every field of endeavor. Therefore, higher education in the United States is uneven so that graduates of numerous universities have a great variety of educational research experiences (Falk, 1991).

Universities are operating in new complex environments in terms of knowledge and technological explosions. Within the last two decades, the economy has changed because of the increasing development of information technology. Therefore, universities must be appropriately equipped (i.e., libraries, computer services) and increase graduate research to deal with the issues that force change in the educational process of all levels.

Today, quality graduate education requires quality graduate research and most U.S universities want to develop into major research institutions because, by doing this, not only will the university have an increased prestige level, but also it will attract the best students, other competent researchers, and more outside funding. Research and scholarship enhance effective teaching and, together, these support creative environments for faculty and students to study subject matters and discuss complex philosophical, theoretical, and methodological issues in a field, thus adding to their abilities to secure support (Wodarski, 1990). As U.S universities march toward scholarship and technological transfer activities, university administrators (and professors) try to provide an environment that facilitates scholarship and research and attains support from the various constituencies supporting research (Wodarsky, 1990).

In general, the U.S graduate schools are playing an important role in the active expanding research programs in the University. "This helps to raise millions in research grants for their projects" (Wodarski, 1990, p.34). To meet their public service mission, U.S higher education is trying to develop an active expanding research program. Universities are trying to utilize every available opportunity to increase the scholarly activities of faculty members and graduate students. According to Wodarski (1990) the first requisite is for the administration to elucidate a philosophy of supporting research. This philosophy also should emanate from the deans and department heads so that faculty members feel there is consensus about the development of research on

campus. "Universities need to utilize every available opportunity to increase the scholarly activities of faculty members and graduate students" (p.18).

Doctoral degrees and development of research are the most important criteria to describe strengths of leading universities. The Carnegie Foundation for the Advancement of Teaching (1994) considers doctoral degrees and research as two important factors to classify 3,600 accredited U.S institutions of higher education. Carnegie's classification, which dates to 1970, is a key resource for academe. Campus officials use it to analyze their institution's niche among the nation's colleges and universities, and researchers use it to assess the changing state of higher education. Institutions are classified according to the highest level of degree they award, the number of degrees conferred by discipline and, in some cases, the amount of federal research support they receive and the selectivity of their admissions.

The selected universities for this study fall in the Carnegie's classification as "Research I" universities or "Doctoral I" institutions.

In Carnegie's classification, "Research I" universities are characterized by offering a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually $40 million or more in federal support. "Research II" universities include the same criteria except that they receive annually between $15.5 million and $ 40 million in federal support.

The "Doctoral I" universities, in addition to offering a full range of baccalaureate programs, have the mission which includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines. "Doctoral II" follow similar criteria but they award annually at least 10 doctoral degrees—in three or more disciplines—or 20 or more doctoral degrees in one or more disciplines.

Reputation, due to recognized faculty and research, is a relevant factor for prospective graduate students in choosing a college or an university and for providing financial aid or support by appropriate institutions.

According to Keim (1983), faculty is the most common strength of graduate programs: characterized as productive, research oriented, stable and dedicated, with diverse interests and backgrounds, who had published widely, given many speeches and papers for conventions and consulted throughout their academic careers. Curricula is the second most common strength with

these distinguished qualities: competency based interdisciplinary program, a core of required content, a cohesive academic program, an excellent educational experience, and small classes and seminars with much discussion and criticism. Research as the third most typical strength should have the following qualities: emphasis on inquiry, extensive research data available, reputation for research in higher education, and national visibility because of research. Students are the fourth most common strength to describe graduate education programs, and these include: placement, national recruitment, a strong alumni network, and excellent candidate selection procedures. The best libraries in the nation and closely related enterprises of a national scope are also strengths of graduate programs.

Dressel and Mayhew (1974) suggested several characteristics which the ideal faculty member in higher education should have, including competence (Ph.D. or graduate degrees) and experience in teaching in the field of higher education, practical administrative experience, research productivity, and personal capabilities in interacting with individuals. Without hesitation it can be concluded that a leading program must have outstanding, creative, experienced, productive, and research oriented faculty.

Summary

In this chapter, the background of the problem, the purposes of the study, the research questions, the need for the study, and a general description of graduate schooling and research in American higher education were presented as they relate to the study.

II. CONCEPTUAL FRAMEWORK

This chapter provides a conceptual framework for this study; it has been arranged in sections that address the following topics: toward a framework for curriculum inquiry; diverse forms of educational research; the preparation of the curriculum researcher; curriculum studies and the future; and a chapter summary.

Toward A Framework For Curriculum Inquiry

What is Curriculum? According to Huebner (1966), "a framework that provides a possible program for inquiry into the curriculum requires some statement of how the words curriculum and inquiry are to be used" (p.146). Accordingly, he defines curriculum as events which encourage the search for actions or events and defines inquiry "as the process that leads to the continual development and refinement of a language set used for a specific purpose" (p.146). For this author, development and refinement implies a dual process of creation and criticism. The inquiry process consists of two separate functions: "creating or developing new language statements and criticizing these language statements," both functions, however, may be combined in multiple actions or may involve a dialogue between different people.

The curriculum as a field of thought and action has always been difficult to conceptualize. The idea of curriculum has been differentiated across a wide range of meanings. A common view holds that curriculum is the "body of courses that present knowledge, principles, values, and skills that are the intended consequences of formal education" (Levine, 1981). Perhaps the simplest framework for looking at the curriculum is provided by four questions about purpose, content, organization (learning experiences, strategies), and evaluation (Tyler, 1950). Curriculum can also be thought of as what students have an opportunity to learn under the auspices of schools.

According to Toombs (1993), application of the concept of "curriculum" spread in the United States, but it did not achieve the refined meaning, precise definition, or consensus among professors that standards of professional practice normally require (p.176). In higher education, the term curriculum is reserved for an institution's entire educational program. It is the locus of corporate responsibility for learning that engages faculty, trustees, administration, and students (Toombs, 1993).

A broad conception of curriculum becomes a useful orientation for the study of doctoral dissertations produced in 1993-94 because it brings together the interplay of individual, group, and

societal concerns. Curriculum is the point at which knowledge, the interrelations of teachers and learners, the economic, political and social structures of society intersect and interact. It is in addition, the point where actions and intentions come together, and this is where teachers operate on a day-today basis (Kirk, 1989). The concept of curriculum useful for this study encompasses all the sectors of the institution involved with the process of teaching, learning, and governance (leadership). Curriculum includes four commonplaces: subject/books, teacher/parents, student, environment (and resources), and it covers the five phases of the process: diagnosis of needs, decision making, planning, implementation, and evaluation.

The structures of curriculum knowledge identified by Rosales-Dordelly and Short (1984) and with the above concepts in mind, three additional sources of information provided guidelines to ascertain if the research problems investigated in doctoral dissertations (1993-94) fall in the field of curriculum and instruction: a research model presented by Klein (1983) which describes the perspectives, elements or variables, and factors involved in curriculum; the curriculum matrix presented by Foshay (1987) includes three major components: purpose, substance and practice; and the three levels of questions addressed in the field of curriculum research and practice (Short, 1991).

Only those dissertations (classified in Dissertations Abstracts International in Curriculum and Instruction) focused on the above mentioned aspects or research problems in the curriculum field were included in this study. An additional five categories to describe the strengths of the exemplary Graduate Programs as identified by Keim (1983) were utilized to describe strengths of each university (Appendix D).

The research model proposed by Klein (1983) consists of three parts: five perspectives on curriculum, nine curriculum elements, and nine qualitative factors affecting curriculum. The five perspectives on curriculum were: ideal curriculum (values, beliefs, what ought to be included in the curriculum and how it should be implemented), formal curriculum (how state and federal officials, district and school personnel, textbook publishers, lay groups, and professional organizations view curriculum), instructional curriculum (reflects what the teacher hopes, values, believes, and expects to offer his or her individual students. Curriculum at this level is dependent upon the teacher's professional skills and abilities and personal perceptions about education), operational curriculum (decisions made when students and the teacher interact in the classroom) and experiential curriculum (the student selects and reacts to what is offered based on interests, values, abilities and prior experiences). The second part of the model identifies the dimensions of curriculum design or nine curriculum elements: goals and objectives, materials, content, learning

activities, teaching strategies, evaluation, grouping, time, and space. And the third part is the qualitative factors: description of present practices, decision making, rationale, priorities assigned to the curriculum, attitudes, appropriateness, comprehensiveness, individualization, and barriers and facilities.

Foshay (1987) points out that the curriculum as a field for study and action consists of three main dimensions: purpose, substance, and practice. That is, the intention to accomplish something (a purpose), by offering some experiences (the substance), and by fitting the learning method to actual students (educational practice). Study of the curriculum consists of dealing with the manifold interactions among these three dimensions, as well as studying the nature of each part. However, it is in the interaction, not in the parts separately, that the curriculum exists.

Short (1991) proposes that problems related to curriculum research and practice in education should be addressed distinguishing the kinds of questions associated with various kinds of curriculum problems. According to him, curriculum practice can be defined as all those practical activities concerned with conceiving, expressing, justifying, and enacting educational programs. Curriculum inquiry can be defined as all those research activities undertaken to generate knowledge needed to carry out curriculum practice. He identifies three levels of questions in various domains of curriculum practice and inquiry. The levels of questions are within curriculum practice, curriculum inquiry and meta-inquiry. The domains and subdomains are: curriculum policy making and evaluation, curriculum program development, curriculum change and enactment.

According to McCutcheon (1988), the intended (or overt) curriculum is composed of two parts: the formal curriculum, and the teacher-created (sometimes student-influenced curricula). The non-intended curriculum is the hidden curriculum. Both types of curriculum are frequently researched at the graduate level.

All the above conceptions are part of the theoretical background for this study. On their basis, the curriculum information materials and survey questionnaires, utilized for this study, were integrated to summarize the information by each university in regard to unique features, strengths of the programs, doctoral research and ways of providing research preparation to the students (Appendix D).

What is Curriculum Inquiry?

The difficulty and ambiguity in defining curriculum research or inquiry is partly a result of our limited understanding of the concept itself. According to the International Encyclopedia of Education (1985), "simplistically, curriculum research is an umbrella term for the application of research techniques to problems of understanding posed by curriculum proposals, activities, or consequences. Most established traditions of educational research lend themselves to curriculum problems, and both quantitative and qualitative methods offer strong contributions" (p.1257).

Curriculum inquiry is defined as the art of doing research, the art of "critiquing"—i.e. critically disclosing the quality of a curriculum through literary devices such as metaphor, thick description, alliteration, etc. with a view to developing deep appreciation and personal understanding. According to McKernan (1991), curriculum criticism finds similarities with ethnographic styles of evaluation, case study methodology, and illuminative evaluation (McKernan, 1991). Kirk (1989) proposes a conception of curriculum inquiry which can be framed by the notions of structure and agency. "If curriculum is identified by the features of knowledge, interaction and context, then curriculum inquiry will seek to investigate how knowledge is mediated through social interaction which in itself is both constituted in and by social structures. The concepts of structure and agency relate directly to social change, or to the production and reproduction of social life" (Kirk, 1989, p.44).

Short's conception of curriculum inquiry is a phrase currently in favor, having supplanted the phrase curriculum research or ways in which the curriculum questions are to be adequately addressed to solve problems of decisions and action judgment and enactment (Short, 1991, p. 8). In this study, based on the book, Forms of Curriculum Inquiry (Short, 1991), ten integrated forms of curriculum inquiry were identified: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative and action. These forms of inquiry are ways of answering questions in the field of curriculum. These alternative modes of inquiry appear to share some things in common but their differences must also be recognized. According to Coomer and others (1983), whatever the differences among the alternative modes of inquiry proposed to meet limitations of the dominant view, there are some commonalties that unite them or there is a tendency to move in the direction of dichotomous thinking when alternatives are examined, for example, quantitative versus qualitative, objectivity versus subjectivity, etc. In general, these forms or modes of inquiry refer to ways of creating knowledge. They are not merely research techniques. Although this is not the only way of organizing knowledge, it is the most comprehensive and well-articulated framework for organizing the modes of inquiry according to epistemological differences (Coomer, 1989).

On the other hand, Goodlad (1991) describes the "wonderful world of curriculum inquiry" by dividing it into "three directions: first, curriculum theorists must raise their own institutions' level of consciousness about fundamental principles in the curriculum development processes; second, curriculum researchers must align themselves with curriculum decision makers in other educational institutions; and, third, curriculum inquirers must study actors, actions, and the consequences of actions in natural setting" (p. 164). And he concludes, "the trade-off is that we must give up some of that wonderful world of curriculum imagining in order to do work of public significance" (p. 165).

According to Stenhouse (1985), "research is systematic and sustained inquiry, self-critical and planned inquiry, which is subjected to public criticism and to empirical tests where these are appropriate. Where empirical tests are not appropriate, critical discourse will appeal to judgment of evidence—the test, the document, the observation, the record" (p.18). As an inquiry, it is founded in curiosity and a desire to understand (p.8). Stenhouse concludes by asking: what counts as research in education? He means by research in education, "research conducted within the educational intention and contributory to the educational enterprise" (p.18). Research is educational to the extent that it can be related to the practice of education. But two points seem to Stenhouse very clear: "educators must inevitably be intimately involved in the research process; and researchers must justify themselves to practitioners, not practitioners to researchers" (p. 19).

Forms of Curriculum Inquiry

Short in his book, Forms of Curriculum Inquiry (1991), considers that "curriculum inquiry is a species of educational research or inquiry. As such, it addresses particular kinds of educational research questions related to formulating policies, developing curriculum programs, and enacting these policies and programs" (p. 2). In relation to the structure of inquiry, Short adds, "a field of inquiry is usually composed of several domains of inquiry, each of which may involve the use of several different forms of inquiry" (p. 4). He assumes that there are multiple forms of inquiry necessary in fields of practical inquiry because of the kind of questions that are asked. "A number of forms of inquiry have been identified, formalized, and utilized in attempting to address different kinds of curriculum questions" (p.13). According to this author, a form of inquiry is not just "a method of research in which established procedures are followed and from which conclusions inexorably follow" (p.14). It is a way that particular kinds of questions must be addressed. That is, "different kinds of questions call for different procedures, different data-gathering techniques, different methods of analysis, different logic or reasoning processes to establish justifiable knowledge claims, etc." (p.15).

Today, in graduate schools there are a number of curriculum research courses; courses which deal with alternative approaches for conducting research and inquiry in the curriculum field. They are concerned with conceptual, methodological, and technical issues pertaining to various forms of disciplined inquiry, from philosophical to scientific to humanistic and interdisciplinary approaches. Harvard University, for instance, considers five approaches to curriculum inquiry in which each student should demonstrate competence. These approaches are designated: philosophical, historical, quantitative (use of conventional science paradigms, including statistical analysis of data), qualitative (e.g. ethnography and description), and clinical (theory building and the application of theory to the analysis of an individual case), (Graduate School of Education Catalog, Harvard University, 1993-94, p.31).

This study is concerned with, among other things, the curriculum inquiry courses offered by the graduate professional programs of Curriculum Studies, the kinds of research questions and ways these questions are required to be addressed by doctoral students in their dissertations, the problems or questions that are being researched by the professors, and the forms of curriculum inquiry that have been utilized by them in their research reports and publications. In this study, ten integrated forms of curriculum inquiry, based on those described in Short's book (1991), were identified and used to classify information provided by respondents about forms of inquiry. They were: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative and action. To give a definition of each form of curriculum inquiry is not easy because each form depends on the kind of question that is asked. However, an attempt has been made to highlight the main features of each one.

The **philosophical** form of curriculum inquiry involves clarifying, justifying, and critiquing knowledge that is relevant to the making of curriculum choices and/or to the developing of curriculum proposals or positions. Philosophical inquiry is an important part of all curriculum research because the conceptual structures determine the kinds of curriculum policies and the kinds of empirical and normative research questions we regard as significant (Coombs and Daniels, 1991). According to Haggerson (1991) critical philosophical inquiry has its mission: clarification, elucidation, enhancing understanding, comprehension, providing alternatives, going beyond, leading to rationality, justifying curriculum policy recommendations, and ultimately improving educational practice. Haggerson argues that we can plan and implement good curriculum only if we have a clear notion of where we are going. According to him, the critical standards for self-reflection can be summarized as: informed, fair, responsible, usable, palatable, provocative,

situational, and historical. If the criticism meets these standards, the critic is more likely to accomplish the purposes of good critical philosophical inquiry. The philosophical essay has been a major form of curriculum inquiry throughout the history of curriculum studies. The essay is a portrayal of the author's way of reflecting. In that sense, the writer must be a connoisseur of the topic about which he or she is writing (Schubert, 1991).

The **historical** form of curriculum inquiry deals with telling real stories; it is narrative and interpretative. Examples are histories of courses and school programs, biographical renderings of the lives of significant curriculum workers, among others. Curriculum history is "the scholarly attempt to chronicle, interpret, and ultimately understand the processes whereby social groups over time select, organize, and distribute knowledge and belief through educational institutions" (Kliebard and Franklin, 1983). According to Davis (1991), history is an artful engagement of mind with the past of life. The resultant story has always been accorded a special literary status. Nevertheless, a basic expectation of history is not only that it informs but that its meanings are carried by an enriched and enlivened narration. The told stories of curriculum history are guided by the same historiographic canons that apply generally. A main feature that should characterize the historical approach to curriculum is authority. The curriculum story told must be supported by and traceable to valid historical evidence. Other characteristics are: significance, representativeness, chronological perspective and an stimulating and interesting style.

The **scientific** form of curriculum inquiry deals with explanations—the why of things—not inert facts. Scientific research consists of facts-in-context. Its basic approach to understanding educational phenomena is the experiment. However, "within scientific forms of inquiry, political inquiry or sociological inquiry or 'natural science' inquiry might well have been included" (Short, 1991, p.21). According to Foshay (1991), science involves the experimental approach, facts of observed phenomena, but also deals with explanations—the why of things—the that what might be. To this author the scientific inquiry encompasses three types of strategies: (l) experimental and quaisexperimental, (2) ex post facto or casual comparative, and (3) descriptive. Scientific methodology is concerned with procedures for development and testing of causal hypothesis using observation, measurement, experiment, and theory building. A scientific approach to the curriculum uses the scientific method and undertakes basic experiments that define the contemporary science, thus learning something about what it is to think like a scientist. According to Foshay (1991), however, there are as many methods as there are problems, and when we consider a scientific approach to the curriculum , we must begin, not with science but with curriculum.

The **phenomenological/narrative/hermeneutic** is a form of curriculum inquiry which deals with life-world perceptions and the imagination (from the inside out); this form of research may also take the form of narrative inquiry (personal history, biography, case study, storied experience) and of aesthetic inquiry (aesthetic criticism of experience). In this sense, Doll (1993, p.131) adds that "this hermeneutic view where we engage ourselves in conversation with our histories provides with a concept where curriculum is not just a vehicle for transmitting knowledge, but is a vehicle for creating and recreating ourselves and our culture". "Researchers frequently use what they call the interpretive sociology approach, the psychoanalytic approach, symbolic interactionism, human science, linguistic analysis, the subject dialectic method, the autobiographic method, and other forms of interpretive inquiry" (Short, 1991, p.21).

Phenomenological inquiry is a form of interpretive inquiry which metaphorically represents that which is primary in human experience. Phenomenological inquiry functions for the purpose of investigating the unique human perceptions of individual people whose descriptions of these perceptions appeal and illuminate the perceptions of others. Its value is that it can serve to raise the level of consciousness about life experiences. In so doing, phenomenological inquiry has pedagogic implications (Berman, 1991).

The **ethnographic/naturalistic** form of curriculum inquiry focuses on understanding a given social setting and looks at relationships within a system or culture. It requires the ability to observe behavior and sharpen the skills necessary for observation and face-to-face interviews (qualitative research, understanding culture and experience). According to Eisner (1990) descriptive research in education has as its primary purpose a revealing of the human dimensions of some educational phenomena. This sort of description ordinarily calls for face-to-face involvement with other persons in which both the personal and professional ethical perspectives may come into play. According to Otto (1985) the ethnographer's attention is directed toward the hidden curriculum which is taught implicitly rather than explicitly; the ethnographer puts emphasis on people as experts in what the researcher is trying to discover.

Critical ethnography in the field of education is the result of the combination of three traditions: feminist research, neo-Marxist critical ethnography, and Freirian empowering research. In this sense, critical feminists, drawing on neo-Marxist theory, are struggling with the ways patriarchy intersects with social class and race in women's oppression. Freire's work has inspired critical pedagogists, if not critical ethnographers, to explore the relevance of emancipatory approaches to educational settings in the U.S (Anderson, 1989).

The **theoretical form** of curriculum inquiry proposes to view obstinately the process of curriculum development. According to Grove and Short (1991), "the purpose of theoretical inquiry in curriculum is to create and critique conceptual schemes by which the essential nature and structure of curricular phenomena and processes can be made intelligible. According to Grove and Short, theoretical inquiry related to curriculum provides the conceptual tools with which all other kinds of practical inquiry and ordinary curriculum curriculum activities are comprehended and articulated" (p.212). The business of theoretical inquiry in curriculum, according to these authors, "is to create and critique conceptual schemes related to curriculum phenomena and processes and thereby enable curriculum thought and practice to distinguish between vital, fruitful language and reified, stifling language" (p. 211). Some of the most familiar examples of curriculum theory are Tyler's approach (1950), Macdonald (1986), Walker (1971) and Goodlad (1979).

According to McNeil (1992) curriculum organization is treated as a pedagogical activity rather than a study of managerial arrangements (although managerial organization influences the organization of content, events, and meanings). Pedagogical organization addresses the problem of how best to arrange and interrelate areas of knowledge and experience—the sequencing of learning and the connecting of ideas and meanings. Most patterns of curriculum organization fall within particular curriculum orientations: academic, social reconstruction, humanistic, and technological.

The **evaluative/normative** is a form of curriculum inquiry which deals with situational assessment, critical, and normative inquiry. This form addresses questions having to do with the values and norms underlying curriculum and their application to the various components of curriculum. Critical research, according to Kincheloe (1991, p.19) must meet five requirements: (l) it must reject positivistic perspectives of rationality, objectivity, and truth; (2) it must be aware of the interpretations of educational practices held by those who perform educational acts. Teachers who become critical researchers will hold this consciousness of the relationship between personal values and practices as a goal of inquiry; (3) critical research must attempt to distinguish between ideologically distorted interpretations and those which transcend ideological distortion; (4) critical research must reveal those aspects of the dominant social order which block our attempt to pursue rational goals; and (5) critical research is always guided by an awareness of how it relates to practice. Indeed, critical researchers as researchers cannot avoid the political role of promoting critical self-reflection in the society and change is a fundamental goal of the critical researcher. Moreover, research ability provide the vehicle by which researchers reach the emancipatory goal of learning to teach oneself.

And finally, the **integrative/review/synthesis** form of curriculum inquiry deals with ways of assembling sets of curriculum information that integrate diverse materials into a particular conceptual framework so that some new perspectives or relationships are introduced. According to Marsh (1991), the integrative inquiry is a form of inquiry that yields integrative knowledge. That is, the type of knowledge that brings together what is known from various, perhaps disparate studies, that may be relevant to the particular needs of practice. Through integrative-review-synthesis inquiry, "ongoing or previously done studies are screened and synthesized for the kinds of knowledge that will help address those problems which are at hand and about which planning or action decisions must be made" (p.271). In doing integrative inquiry, primary activities are suggested in Short's book (1991) which are guidelines in the synthesis/ interpretation process. This form of inquiry is not yet at a level of sophistication where issues of criteria have been resolved. However, "integrative inquiry is likely to be a major tool for curriculum researchers to develop and refine over ensuing decades" (Marsh, 1991, p. 280).

The **deliberative** is a form of inquiry about weighing the merits of various courses of action related to curriculum policy, program development, and other curriculum activity in specific situations of practice. "Within deliberative inquiry, particular forms of inquiry might have been designated differently as, for example, policy inquiry, development inquiry, or implementation inquiry or perhaps deliberative inquiry of the evaluative, prescriptive or interactive types" (Short, 1991, p. 21). According to Harris (1991), deliberative inquiry is a "formal process of inquiry about curriculum policy, program development, and other curriculum activity in specific situations of practice, which is informed by asking and answering subsidiary questions, through the multiple forms of inquiry" (p. 285). This author, adds "the judgments, decisions, and commitments relate to policy questions about what should be taught, to whom, and under what guidelines of instruction; ideally they are based on thoughtful examination of alternatives, in the context of values of knowledge" (p. 285). Deliberative inquiry is a policy and action-oriented form of inquiry which links the interrelated tasks of doing practical curriculum activity with conducting formal curriculum inquiry. The characteristics, purposes and guidelines for doing deliberative inquiry are presented in Short's book (1991)

The **action** is a form of curriculum inquiry which deals with research undertaken by practitioners in order that they may improve their practices. The goal of the researcher does not involve the identification of cause-relationships between variables. Educational action research is on-going in conception rather than aimed toward the achievement of generalizable conclusions. There are three approaches to action research: scientific, practical and critical. McKernan (1991) considers action research as a process initiated by teachers and other educational practitioners in response to a

practical problem confronting them. For this author, action research is the study of a social situation with the purpose of improving the quality of action within it. Oja adds,"between 1953-57, interest in action research in education declined. University scholars attacked action research as methodologically poor and unscientific, and researchers withdrew to the universities to produce studies more acceptable to their colleagues" (Oja, 1989, p. 5). According to Oja (1989) practitioners, too, questioned whether action research lived up to its promises of helping them improve school practice and began to use other action-oriented methods of inquiry, such as evaluation. To this author, the key characteristic of action research past and present is collaboration, which allows for mutual understanding and consensus, democratic decision making, and common action. That is to say, participants work together on all phases of a project which provides mutual benefits. Thus, practitioners and researchers set common goals and mutually plan the research design, collect and analyze data, and report results; both assume equal responsibilities to identify inquire into and resolve the problems and concerns of practitioners; both will communicate frequently and openly throughout the process to avoid possible conflicting perceptions and assumptions which result from their different positions in the field. However, the best is when the practitioner her/himself is both a researcher and a teacher (Oja, 1989, p.12-13).

Curriculum inquiry that is action oriented is a form which is developed by researchers to satisfy the needs of the sociopolitical individual who recognizes that in science, s/he can find the most reliable guide to effective action and satisfy the needs of the scientist who wants her/his labors to be of maximal social utility as well as of theoretical significance (Oja, p.3). Practitioners, on the other hand, have to be involved in action research not only to use the tools of social science in addressing their concerns, but also because their participation would make them more aware of the need for the action program chosen, and more personally invested in the problem of change. In this sense, Kincheloe (1991, p.108-109) presents a set of tentative guidelines for action researchers: (l) constructing a system of meaning involving both, teaching and research, (2) understanding dominant research methods and their effects, (3) selecting what to study, (4) acquiring a variety of research strategies, (5) making sense of information collected, (6) gaining awareness of the tacit theories and assumptions which guide practice, and (7) viewing teaching as an emancipatory, praxiological act.

The focus of action research in any country should be that teachers use action research to make the school a center for inquiry rather than a distribution center for knowledge. Through their investigations, teachers could find better ways of teaching a diverse student population, the skills and knowledge they need in society while simultaneously contributing to their own intellectual

health growth, and professionalism. In this sense, cooperative research or school-university collaboration is important to increase quality of educational programs.

The general characteristics of action research, according to Oja & Smulyan (1989, pp. 12-25) are the following: collaboration, focus on practice, professional development, communication, leadership, spiraling cycles of planning, execution, and reconnaissance (in order to evaluate and perhaps modify the plan), and school context or environment which enrich or contribute to the effectiveness of action research projects. It should be noted that the forms of inquiry identified in this list and described in this report are "not all of the existing ones that might be utilized nor are they as finely distinguished as to type as might be possible" (Short, 1991, p.21).

The Importance of Curriculum Inquiry in Education

Educational research is predicated on the supposition that research is vital to the improvement of educational practice. However, the idea that research is a necessary basis for good teaching is not universally admitted. Some authors counter with an interesting suggestion of keeping research and teaching in mutual and fortifying interaction. To these, the American graduate school was one response, associating research based teaching with the training of professional researchers (Stenhouse, 1985, p. 115). According to Stenhouse, "the knowledge we teach in universities is won through research; and he has come to believe that such knowledge cannot be taught correctly except through some form of research-based teaching" (p. 116).

In general, each form of curriculum inquiry is important to education. Eisner (1984) emphasizes the need to create a critical language for describing educational practice. A language of criticism will not provide prescriptions, but it can illuminate precisely those aspects of classroom life that propositional discourse cannot locate. According to this author "for the language of criticism we need, the philosophical and political space must be provided for new forms of disclosure to be developed. Educational research will come of age when we muster the courage to move ahead in both domains so that we can, without qualification, doubt or hesitation, say with confidence that educational research truly does inform educational practice" (p.452). In that sense, Casanova (1989) emphasizes that the researchers need to recognize teachers' needs and problems, listen to their questions, and assume a more respectful attitude toward teachers and practice. Short (1985) advises that since little agreement exists on even a few priority research questions "the importance of identifying significant research questions cannot be overstated; careful inquiry into this matter makes the difference between a vigorous and productive field of inquiry and one that is all the time

reinventing the wheel or is totally unresponsive to knowledge needs of those engaged in various curriculum activities" (p. 241).

Training the Curriculum Inquirer: Graduate Studies

To train the graduate student as curriculum inquirer, as the seeker, the questioner, the researcher, "one can combine inquiry-learning and instruction appropriately only by using the inquiry to teach the student to question the instruction" (Stenhouse, 1985, p. 119). In order to be able to prepare appropriately graduate students as researchers, two parallel activities need to be pursued: **instruction** which simplify our grasp of a realm of knowledge and meaning, and **learning by inquiry or discovery**, which enables us to understand how to utilize such a representation of knowledge, to assess its limitations and to develop the means of pushing outwards beyond these limitations (Stenhouse, 1985, p.118).

Stenhouse in his book, Research as a Basis for Teaching (1985, p.125), explains categorically that "in this country, since the 1950's, the received doctrine has been that the core of education for teaching lies not in research in education, but in the application to education of the conclusions of research in the 'contributory disciplines' of philosophy, psychology, and sociology. Most of those teaching these disciplines to teachers have not been able to share a research base with their students. All too easily philosophers, psychologists, and sociologists, whose researchers are problematic in their own fields, become—only sometimes against their wishes—authorities in courses for teachers."

This study focuses upon doctoral curriculum research in the national prestigious universities located in different surveys from the U.S. News and World Report (1991-1993). Twenty-five universities were identified which offer the graduate professional programs in Curriculum Studies which include in their academic contents, courses on curriculum inquiry or curriculum research. Of these, Louisiana State University alone offered a graduate program in research methodology, or research per se. One might have an interest in this issue from either of two opposing viewpoints. First, the individual could be interested in how the curriculum inquirer should train himself, and second, the university might like to develop a training program to prepare curriculum inquirers using different approaches: academic training, seminars, courses, and learning by doing-it-yourself training.

Twenty-five leading universities were recognized to offer courses and seminars pertaining to curriculum inquiry. For each university the codes and titles of research courses, the ways of

providing research preparation to the students, and the forms of curriculum inquiry focused in courses, seminars, and in doctoral dissertations together with the names of the universities and graduate programs are listed in Appendix D.

Research courses are usually offered for Master's and Doctoral degree students. Curriculum inquiry activities of a holder of the Master and Ph.D. degree are in teaching, research, and consulting. The academic curriculum at this levels consist of courses, seminars, and research in education. In addition, students may attend current conferences listed in journals and booklets which are distributed among faculty members periodically. In general, research courses and seminars respond to the need for feedback and interaction among the various people at various levels who are involved in the field. Sometimes, seminars present a "canned" analysis rather than a sense of the needed interaction in curriculum research forms. Naturally, the content of the seminars and courses listed for each university varies with the title of the subject to be covered. The advertising catalogs and graduate programs brochures describing each course quite commonly cover the same topics: title, dates, sponsor; the need for the course and an overview of what will be covered; who should attend (a guide for pre-requisites to discourage inappropriate attendance); structure, what pedagogical methods will be used; concepts and issues (overview of the reasons for the subject matter); workshop leaders (biographical information); registration forms (blanks for the registration to fill out and return; statement of date and time, other detailed information) and expanded program of topics to be covered.

Graduate research guided by problems or questions will contribute primarily to the understanding of educational action through the construction of a theory of education or a tradition of understanding. According to Eisner (1993) an important potential consequence for educational research relates to the education of doctoral students. As the relevance of different forms of representation for understanding schooling grows, schools of education will be pressed to develop programs that help students learn how to use them. Film, for example, will need to be regarded not only as a way of showing pictures but as a way of understanding some aspects of schooling, teaching, and learning that cannot be understood as well as in any other way. Thus, the refinement of both artistic and scientific sensibilities is relevant for enlarging human understanding.

Another important consequence for educational research deals with features of acceptable dissertations. In the future they are likely to take on forms that only a few now possess. Today the climate for exploring new forms of research is more generous than it was. Discovering, however, how such forms of understanding are secured and the kinds of meanings they make possible is a core theoretical as well as practical problem (Eisner, 1993, p.10).

Doctoral dissertations are a requirement sine qua non for all doctoral programs. Doing research is one of the main features of a professional. According to Carr and Kemmins (1986) "professions" are usually characterized by reference to three distinctive features. The first was that "professions" employ methods and procedures based on theoretical knowledge and research; the second was that the members of the profession have an overriding commitment to the well-being of their clients; the third was that, individually and collectively, the members of the profession reserve the right to make autonomous and independent judgments, free from external non-professional controls and constraints, about the particular course of action to be adopted in any particular situation. To these authors, (Carr and Kemmins, 1986) "emancipatory action research provides a method for testing and improving educational practices, and basing the practices and procedures of teaching on theoretical knowledge and research organized by professional teachers" (p.50).

In general, everyone involved in education should be encouraged to be an inquirer, to make careful observations of his experiences, to reflect upon them, and to seek greater understanding of them. But not everyone is likely to be a successful researcher in the sense of identifying critical problems, bringing to bear on them the relevant ideas and facts of earlier studies, designing efficient and sophisticated investigations, and the like. Research is a specialized activity requiring specialized and highly competent personnel. Therefore, the selectivity of admissions for doctoral degrees in accredited universities is very important for the quality of their programs, and it is one criterion for achieving prestige.

Curriculum Studies and the Future

The field of Curriculum Studies, in general, is concerned with the study and improvement of schools. This area includes the study of the aims to which schooling is directed, the organizational structure created to achieve those aims, the kinds of curricula that are provided to students, the ways in which curricula are taught, and the forms and methods used to evaluate programs, teaching, and the outcomes of schooling. The aim of Curriculum Studies Graduate Programs is to prepare generalists who can study and improve schools from a holistic, integrative perspective. Therefore this field has a promising future.

Given the importance of the field of Curriculum Studies, in addition to Master's degrees programs, and specialist certificates, two types of doctoral degrees in Curriculum Studies are offered by the Schools of Education among selected institutions: the Ph.D. and the Ed.D. which are the highest

degrees conferred by the universities. Both degrees emphasize the acquisition of appropriate research and inquiry skills, but the application of these skills is expected to differ.

The Ed.D. student is trained to use educational inquiry skills to solve contemporary educational problems, while the Ph.D. student is trained to contribute to the general and theoretical knowledge about educational issues. Both doctoral programs place strong emphasis on the acquisition of inquiry skills and on the collaborative and interdisciplinary study of issues mutually engaging and faculty members. The Ph.D. degree in Curriculum Studies is generally designed for students who are preparing for (1) direction of research work in public school systems or specialized institutions, (2) teaching roles in education in colleges or universities, and research connected with such teaching; or (3) other careers in educational scholarship and research.

Because of the excellent research and teaching resources of these universities, because of the breadth and depth of programs in the field of Curriculum Studies in graduate education, and because of the university-wide excitement about applying knowledge to improve education, these institutions are committed to having outstanding graduate programs. In these programs, questions and issues facing the role of education in the communities can be examined, resolved and taught. The universities' widespread reputations for excellence give an advantage. This acclaim attracts superior students whose talents are badly needed in teaching and leadership roles.

All the 25 selected universities offer outstanding graduate programs in Curriculum Studies due to the increasing need of being able to assist the different levels of education in the country (and all over the world) looking for excellence in the schools, colleges, universities, state, and federal agencies, and corporate enterprises in the private sector. Some U.S institutions began to offer graduate programs in this field from the very beginning, since their earlier stages of development. Others have added these programs during their process of consolidation as they have been observing the need for the programs. The field of graduate curriculum research has been increasingly important to be able to assist the different levels of education. The only way to look for excellence in education is through research in curriculum and the graduate level is the highest way to do it. The future is promising in this field. There is now (and there will be in the future) more graduate education in Curriculum Studies than ever in history.

Summary

This chapter on the theoretical framework has included an overview of the concepts of curriculum, educational research or inquiry, the different forms of curriculum inquiry, the importance of curriculum inquiry in graduate education, training the curriculum inquirer, and a discussion of Curriculum Studies and the future.

In summary, curriculum inquiry or curriculum research is part of the structure of curriculum knowledge. Rosales-Dordelly and Short (1984) found in the review of the literature different ways of *structuring* curriculum knowledge. The forms of curriculum inquiry are a domain of curriculum activity. In this research report, the distinct forms of curriculum inquiry are important part of the structure of curriculum knowledge.

A comparative matrix on the structure of curriculum knowledge based on different authors is shown in figure 1.

Figure 1. Structure of Curriculum Knowledge(*)

By Orientation or Philosophy

Eisner and Vallance (1974)
- Development of cognitive processes
- Technology
- Self-actualization or curriculum as a consumatory experience
- Social reconstruction-relevance
- Academic rationale

McNeil (1981)
- The Humanistic Curriculum
- The Social Reconstructionist
- Technology
- The Academic subject

Gay (1980)
- The academic
- The experiencial
- The technical
- The pragmatic

Giroux, Penna and Pinar (1981)
- Traditionalists
- Conceptual Empiricists
- Reconceptualists

Reid (1978)
- Humanism
- Behaviorism

Reynolds (1983)
- Reconceptualists-Reproductionists
- Reconceptualists

Hyman (1973)--according to the focus:
- The subject matter
- The activity movement
- The modern living(persistent life situations)
- Common learnings
- Academic disciplines
- Broad fields, social problems&modes of thought
- Existential integration
- Youth's view of society
- Student protest
- A single process
- humanistic processes

By Domains of Curriculum Activity

Foshay (1969)
- Curriculum theory models
- Curriculum design
- Curriculum change

Beauchamp (1981)
- Curriculum planning
- Curriculum implementation
- Curriculum evaluation

Short (1984)
- Curriculum policy-making
- Curriculum development and evaluation
- Curriculum change and enactment
- Modes of curriculum decision-making
- Curriculum as a field of activity or study
- Forms of curriculum inquiry
- Languages for curriculum inquiry
- Questions directing curriculum inquiry

Tanner and Tanner (1981)
- Cumulative tradition of organized knowledge
- Modes of thought
- Race experience
- Guided experience
- Planned learning environment
- Cognitive/affective and process
- Instructional plan
- Instructional aids
- Technicological system of production
- Reconstruction of knowledge and experience

Schwab (1970) by bodies of experience:
- Teacher
- Subject matter
- Milieu
- Curriculum-making

Schubert (1980)
- Intellectual-Traditionalists
- Social Behaviorists
- The Experientialists

(*) Source: Rosales-Dordelly, Carmen L. and Edmund C. Short, Curriculum Professors' Specialized Knowledge: A comparative Study Across Two countries ---the United States and Canada. Lanham, MD: University Press of America, 1984

III. RESEARCH METHODOLOGY AND PROCEDURES

In this chapter, the procedures used in this research study are presented. The chapter has been arranged in sections covering the following topics: the type and method of research used in the study; the subjects who participated in the survey; the development and distribution of the survey questionnaire; processing and analysis of the data collected for the study; the plan for presentation and interpretation of data; and, finally, a summary of the chapter.

Type And Method Of Research

This study draws upon a mail questionnaire survey answered by department chairs, professors, and admissions officers in graduate schools of Education, a literature review, the examination of doctoral dissertation abstracts in terms of the main research problems and questions and the prevailing forms of curriculum inquiry used, the examination of higher education graduate catalogs, directories and information materials complemented by some visits and non-formal interviews to some universities.

In this study, department chairs and professors of curriculum theory and research in the selected leading research universities in the USA were surveyed on a number of aspects of their Curriculum Studies graduate programs and on the research preparation provided to students by these programs. The resulting data provided the means for developing an empirical description of the typical features among these programs.

Since this study was descriptive and comparative in character and intent, the survey research method was selected as appropriate for this study. This method is useful in gathering a great deal of standardized information from a large group of participants (Galtung, 1967,p.213). Its major purpose is "to tell what is" (Ary, Jacobs, & Razabel, 1979, p. 25). In order to select the institutions to be surveyed, an analysis of existing surveys classifying the leading research universities in the USA was conducted. Recent issues of U.S News & World Report (1991 and 1993) present America's Best Colleges, an exclusive ranking of top institutions. This ranking combined academic reputation with data on students, faculty, and finances. The criteria used in this report were: the biggest and the best, offer a wide range of programs, give high priority to research, and award of many doctoral degrees. Rankings obtained were based on surveys conducted among deans and directors at university-based executive education programs in the

United States and Overseas. Respondents were asked to rank each school's reputation on a 5-point scale, ranging from those considered "marginal" to "distinguished" to determine a school's overall rank. Data for each of the five attributes—reputation, selectivity, faculty resources, financial resources and student satisfaction—were converted to percentiles.

This procedure meets with criteria for ranking academic quality as stated Webster (1985, p. 5): (l) it must be arranged according to some criterion or set of criteria which the compiler(s) of the list believed measured or reflected academic quality; (2) it must be a list of the best colleges, universities, or departments in a field of study, in numerical order according to their supposed quality, with each school or department having its own individual rank, not just lumping together with other schools into a handful of quality classes, groups or levels.

From the U. S. News list only the ones that included graduate professional programs in Curriculum Studies, were selected for this study. A review of each university catalog was made to determine which of the top universities offered Curriculum Studies graduate programs. This last group included the following 18 universities: Boston College, Cornell University, Harvard University, Northwestern University, Teachers College-Columbia University, The Pennsylvania State University, University of California at Davis, University of Illinois at Urbana, University of Michigan, University of Minnesota at Twin Cities, University of North Carolina at Chapel Hill, University of Southern California, Stanford University, University of Texas at Austin, Vanderbilt University, University of Virginia, University of Washington and University of Wisconsin at Madison.

Another consideration in selecting the final list of universities to be included in this study was to look at the prestigious group of "Big Ten" universities. Four universities which were not already included and which had graduate programs in Curriculum Studies, were added to the list: Indiana University, Ohio University, Purdue University, Michigan State University, and the University of Iowa.

Informal interviews with professors of curriculum theory and research at Penn State University were conducted to find out whether additional universities offered exemplary Curriculum Studies graduate programs. Three additional universities were added to the list: Rutgers University, Louisiana State University, and University of Illinois at Chicago, bringing the total to 27.

Further investigation was made in the literature to discover if these 27 institutions were really leading research universities. It was found that the Chronicle of Higher Education (April 4, 1994)

published an updated classification made by the Carnegie Foundation for the Advancement of Teaching. That assessment based on the foundation's new edition of its widely used "Carnegie Classification," which groups accredited institutions into 11 categories, based largely on their academic missions. The total group of the 27 institutions, selected for this study, were included in the new "Carnegie Classification". The Carnegie Classification has been given unexpected prominence in recent years because U.S News & World Report magazine uses it as the basis of its annual ranking of "America's best colleges". The classification "is not an attempt to build a pyramid in terms of quality," Boyer (1994) of the Carnegie Foundation said a published interview. "It doesn't talk about quality, or a hierarchy in terms of good or bad. It is not a measure of creativity or innovation. It talks about the level of complexity of program. It doesn't do more and it shouldn't do more. It's a beginning point, not an end point" (Chronicle of Higher Education, April 4,1994, p. A16).

The descriptive study approach supplemented by a comparative analysis is the methodology used for the study. Several categories or characteristics were described for each university's graduate school, Education graduate programs, and their Curriculum Studies graduate programs. Sources of information drawn upon included graduate school catalogs and internal Curriculum Studies handbooks from these universities (1993-94 and 95 when available), survey questionnaire responses given by department chairs, professors, and admission officers in these universities, and doctoral dissertations produced in 1993-94 in their Curriculum Studies program.

The categories used to describe these institutions and programs included those identified in graduate schools according to Peterson's Guide for Graduate Professional Programs (1993-95): enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admission and degrees, student services and housing, financial aid, library and computer facilities. The researcher identified additional categories: program enrollment, identification of the unit dealing with graduate Curriculum Studies programs, the department head or faculty contact person, type of program(s) offered in Curriculum Studies, specific admission/degree requirements from the department or program, number of doctoral degrees awarded in Curriculum Studies, primary goals, unique features which define the program as one of the leading research programs, strengths, faculty research, availability of research courses dealing with forms of curriculum inquiry, ways of providing research preparation to graduate students, research problems, and forms of curriculum inquiry employed in doctoral dissertations.

Strengths were classified in five categories: research, faculty, students, curriculum, and environment (Keim, 1983). Ten integrated forms of curriculum inquiry were specified as follows:

philosophical, historical, scientific, phenomenological-hermeneutic ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative, and action. These were based on Short (1991).

The structures of curriculum knowledge identified by Rosales-Dordelly and Short (1984) and three additional sources of information provided guidelines to ascertain if the research problems investigated in doctoral dissertations (1993-94) were focused in curriculum and instruction matters. These sources were: a research model presented by Klein (1983) which describes the perspectives, elements or variables, and factors involved in curriculum; the curriculum matrix presented by Foshay (1987) including three major components: purpose, substance and practice; and the three levels of questions addressed in the field of curriculum research and practice (Short, 1991).

The study is descriptive in nature and does not attempt to attribute causal relationships among any of the findings. However, analysis of the study's findings provides evidence on the typical characteristics among Curriculum Studies graduate programs upon which implications and recommendations for practical action can be based.

Survey Participants

Department chairs and professors of curriculum, mainly in research, were identified in this study as those members holding higher education positions in departments, schools, and colleges of education, and professors who teach courses pertaining to pre-college and/or college curriculum research courses. The survey was intended to elicit information from persons identified as department chairs, professors and admissions officers from those twenty-five universities included in this study.

An initial list of names was compiled from the following sources: 1993-94 (and 1995 when available) graduate school catalogs and handbooks, 1993 lists of members of professional associations such as: The John Dewey Society, Professors of Curriculum and Education, and the 1993-95 Peterson's Annual Guide to Graduate Study: Graduate and Professional Programs in Curriculum Studies.

The complete group of 27 institutions were surveyed in this study: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Northwestern University, Ohio University, Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University,

University of California at Davis, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

A survey to department chairs and at least one professor of curriculum theory and research from each institution was conducted by mail in February, 1994, and a second survey to admissions officers was sent by March of the same year, to find characteristics and strengths of graduate curriculum studies programs and the kind of research preparation provided by these programs. The purpose of the survey and importance were explained in a letter to these participants. To each group of participants, department chairs, professors and admissions officers, a self-addressed, pre-stamped envelope and a questionnaire were provided for participants to return completed questionnaires.

From a total mailing of 81 letters of inquiry, 75 completed questionnaires were returned giving the required information. Twenty-five department chairs, 25 professors, and 25 admission officers responded. The persons returning these completed questionnaires, (department chairs of professional curriculum studies graduate programs, professors of curriculum theory and research courses, and admissions officers) constituted the sample of participants who contributed to this study.

From a total of 27 possible universities receiving questionnaires, usable questionnaire data, catalogs and informational materials, along with information obtained through personal non-formal interviews (by fax and/or by phone), were completed from 25 universities. Northwestern University and the University of California at Davis were excluded from the study because by the time this report was written, the needed information was not available to the researcher.

The Survey Questionnaire

In general, the questionnaire and the individual interview are the most common instruments for data collection in survey research (Borg & Gall, 1983). The value of the questionnaire over the interview in survey research is explained by Mason and Bramble (1978). Further advantages of this technique are that standard instructions are given to all subjects, and the personal appearance, mood, or conduct of the investigator will not color the results (Ary, Jacobs, & Razabel, 1979). Tuckman (1972) illustrates the advantage of using questionnaires by stating, "Because it is more convenient and economical, the questionnaire is more commonly used" (p.186). Finally, a questionnaire allows the respondent to complete the instrument at his or her own pace.

In relation to the interviews, Borg and Gall (1983) say that the flexibility, adaptability, and human interaction that are unique strengths of interviews also allow subjectivity and possible bias that in some research situations are their greatest weaknesess. On the other hand, for this study to have developed interviews with each participant in each university would have required a lot of time and would also have been very expensive. However, for this study, informal interviews were conducted with professors from Penn State, Washington, and Harvard Universities to gather some additional information regarding the objectives of this study, but the questionnaire was considered the main procedure for this study. Additional non-formal interviews were made by phone and fax just to complete some needed information to several other universities included in the study.

No questionnaire that could be used or modified for the purposes of this study could be found in the literature. Therefore, a questionnaire had to be developed to meet the specific needs and purposes of this study. What follows is a brief explanation of the development of the initial questionnaire and the process used to establish its final usable form.

The questionnaire had to obtain information that would provide answers to specific research questions of this study. Responses to be elicited in relation to all the research questions involved respondents dealing with a series of characteristics of Curriculum Studies graduate programs and research preparation provided by these programs.

The first step in developing the questionnaire, therefore, was to establish the list of possible areas of information to be sought. Those identified, based on categories already mentioned above, were: the unique characteristics and strengths of these programs, the list of research courses available in each program, the list of curriculum inquiry forms developed in these courses, the faculty research

reports or publications and doctoral dissertations, possible strategies for providing research preparation, research problems, and a list of requirements for admission and for graduation. Five criteria were considered appropriate for developing the questionnaire: uniqueness of the characteristics and strengths of the Curriculum Studies graduate programs, conceptual clarity of curriculum inquiry forms, contemporary relevance, worthy of continuing study, significant impact of curriculum, and selection choices incorporated into the questionnaire.

The second step in developing the questionnaire was to determine wording of the questions to be asked of the participants about each item and selection choices. The research questions established for this study were examined and translated into succinct language that would elicit the necessary type of responses. The questions derived in this way were worded, revised, and reworded into their final form. Four questions were finally included in the questionnaire for the department chairs and, five different questions for the professors; all of these questions were included together for the admissions officers.

For department chairs, question 1: "Why do you think your graduate program in curriculum studies is among the leading programs in the United States ?" (Refers to item 1 on the questionnaire.) Question 2: "What are the unique strengths of your graduate program in curriculum studies? (Refers to item 4 on the questionnaire.) Question 3: Administrative requested information about faculty and students: Number of full time and part time professors, years of experience and type of formal training; number of graduate students enrolled, number of graduated, and requirements for graduation. (Refers to items 2 and 3 on the questionnaire.)

For professors, question 1: "What curriculum research courses are available to students and how many are required?" (Refers to item 4 on the questionnaire.) Question 2: "How many research reports and publications in each curriculum inquiry form?" and "What problems or questions are being researched at present time?" (Refers to items 1 and 2 on the questionnaire.) Question 3: "How do you prefer to prepare your graduate students as curriculum researchers?" and "What forms of financial help are available for studies in curriculum research?" (Refers to items 3 and 5 on the questionnaire.)

Each of these questions was given a series of specific responses on the questionnaire, one or more of which could be chosen by respondents as answers to these questions. For department chairs, question 1, a respondent could indicate choices which describe why her/his graduate program in curriculum studies is among the leading programs in the USA: reputation of faculty, quality of graduates, curriculum and instructional characteristics, size of the program, leadership in funded

curriculum research, visibility of the program, research publications, and participation of faculty and students in professional groups. For question 2, a respondent could indicate what are the unique strengths of her/his graduate program in curriculum studies. The categories in which the respondent had to rank the major categories and mark an "x" in the subcategories for the appropriate items were: curriculum (competence based; interdisciplinary; a core of required course; cohesive academic), faculty (productivity; research oriented; stable and dedicated; diverse interests and backgrounds; wide number of publications; many speeches and papers for presentations), research (emphasis on inquiry; extensive research data available; reputation for research; nationally visibility), students (placement; national recruitment; student alumni networks; selection procedures), and environment (resources; academic life; libraries). For question 3, a respondent could indicate the characteristics of faculty and students. Information requested on faculty: number of full time, part time, years of experience and formal preparation in the field); information requested on students: number of graduate students enrolled; number of graduate students graduated, and requirements for graduation (minimum number of credits, dissertation/thesis, grade point average).

For professors, question 1, a respondent could indicate a choice(s) applicable to the number of courses available in each curriculum inquiry form, namely: research design, research methodology, statistics, survey research, phenomenology-hermeneutic, historical, philosophical, scientific, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative, action, simulation-modeling, or a combination of methods. Question 2, a respondent could indicate a choice(s) applicable to the number of research reports and publications and the problems or questions which are being researched at present time in each curriculum inquiry form, namely: philosophical, historical, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, deliberative, and action research oriented methodology. (A glossary of definitions was given on the reverse side of the questionnaire). Question 3, a respondent could indicate a choice(s) applicable to ways of preparing graduate students as curriculum researchers, namely: recommend graduate students to take a specific research methods course; initiate graduate students into the professor's own method while he/she is engaged in a specific kind of research method; ask students to enroll in a research methods course with only students in their own program and ask students to enroll in a research method course that includes students from many different programs. An additional information is requested in one question related to the forms of financial help which are available for studies in curriculum research. In all these questions, one other category was included: "others" and a space was provided for respondents to write answers.

For admissions officers, all the research questions were included in one page but the wording was changed a little to make them understand that these questions were very important for any graduate prospective student. This last survey questionnaire along with a modified letter were sent one month later in order to maximize responses.

When the initial version of each questionnaire was completed, it was submitted for try-out and critique to some professors at The Pennsylvania State University, whose concerns and suggestions were taken into account in preparing a revised and final version of the questionnaire. This final version of the questionnaire, which was then used for data collection, was sent to all respondents. A copy of the letters and questionnaire distributed to all respondents appears in Appendix A.

A personal data section in the questionnaire was also developed to provide demographic information regarding the personal professional characteristics of department chairs and professors participants in the study. Participants were instructed to indicate name of institution, name of department and program that focuses in curriculum studies, highest degree earned, and years of experience in being department chairs or in teaching curriculum research. These questions were included at the beginning of each questionnaire.

Administration of the survey questionnaire began on February 15, 1994, when a letter, a questionnaire, and a pre-stamped envelope were sent separately to department chairs and professors from curriculum studies graduate programs in selected universities of the USA. A second survey, one month later, was sent to the admission officers of the same universities with all the questions together, (but the letter and some of the questions were reworded) included in the first survey. This was a follow up to maximize answers to the questions for this study. The purpose of the study, the definition used for the study, and the study's relevance were explained in letters sent to the participants along with questionnaires and pre-stamped envelopes.

A summary or a publication with the results of the study was offered to those who were interested in them. Follow-up phone calls also were made to maximize the number of respondents to questionnaires. A visit and research experience at both Penn State and Harvard Universities were also developed to assure cooperation in the study.

This study provides a model questionnaire for future comparative studies. The final questionnaire will also be very useful for prospective graduate students in trying to select the best university which match their own academic and research needs.

Data Processing And Analysis

The central Pattee Library and the Computation Center in The Pennsylvania State University were utilized for this study. Both the library and the Center were of great help in obtaining the doctoral dissertations, and they transferred them from IBM to a personal Macintosh computer to facilitate the researcher's work..

Composite data describing the 25 main features of each university's graduate schools and graduate program in Curriculum Studies, according to the respondents and the information obtained from directories, catalogs, and other materials provided by the institutions, are presented in Appendix D of this report.

The organization and analysis of data for each university were completed in terms of the typical research features of the graduate schools and Curriculum Studies graduate programs, the characteristics and unique strengths of graduate programs in Curriculum Studies, research preparation provided by these programs, and doctoral dissertations produced by these programs (Appendix D).

Interpretation of this analysis was then made in terms of the research questions addressed in this study. Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools of the leading research universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize the leading curriculum research programs in the United States? (4) What are the unique research features about each of the 25 graduate programs in regard to graduate curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compares each other among the 25 research leading universities? What are their typical features?

Presentation Of Data

Presentation and analysis of the results are reported in Chapter IV and Appendix D. The presentation includes the following:

- The list of the 25 leading research universities selected for this study.

- Descriptions of each of the 25 graduate schools in terms of the twelve unique features identified in Peterson's Guide (1993-95) to describe graduate schools. These features are: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admission and degrees, student services and housing, financial aid, library and computer facilities. The results of this description were summarized in Appendix D.

- Descriptions were compiled of each of the 25 graduate schools of Education and graduate programs in Curriculum Studies, based on the most recent catalogs, information materials, and survey questionnaires, according to the following thirteen categories: identification of the unit dealing with graduate curriculum programs, department head or faculty contact, type of program(s) offered in Curriculum Studies, primary goals, unique features which define the program as one of the leading research programs, the main strengths, specific admission/degree requirements of the department or program, number of doctoral degrees awarded in Curriculum Studies, faculty research, availability of research courses dealing with forms of curriculum inquiry, ways of providing research preparation to graduate students, research problems and forms of curriculum inquiry employed in each doctoral dissertation. The five categories of strengths included are: research, faculty, students, curriculum and environment. Results of this description by university were summarized in Appendix D.

- Research preparation provided by the professional and graduate programs of Curriculum Studies was investigated. This included the number, codes and titles of available educational research courses, forms of curriculum inquiry employed, and the ways of preparing graduate students in curriculum research by each university. All this information is provided in Appendix D.

- Doctoral dissertations produced by graduate programs in Curriculum Studies were analyzed, including the number of dissertations, titles and author by university, research problems, and

forms of curriculum inquiry utilized in each published dissertation from January 1993 to June 1994. All this information is also provided in Appendix D.

Interpretation Of Results

The typical features of the graduate schools and graduate professional programs in Curriculum Studies are discussed in Chapter IV. The presentation and interpretation of data in this study are descriptive in nature and do not attempt to generalize the results to all the universities in the United States. Moreover, this study does not attempt to attribute causal relationships among any of the findings. Data are interpreted on the basis of degrees of similarity and differences among the schools that were surveyed in this study, in terms of the characteristics and strengths of the graduate programs in curriculum studies and the research preparation provided and/or produced by these programs. The resulting data thereby make possible an empirical description of typical features of the twenty-five universities studied.

Summary

This chapter on the research methodology and procedures used in this study has included an overview, a description of how the institutions to be studied were chosen, how the group of participants in the study were selected, the development of the questionnaire, how the data were collected, and how those data were analyzed, presented, and interpreted.

IV. PRESENTATION AND ANALYSIS OF THE RESULTS

The purpose of this chapter is to present findings related to the research questions addressed in this study dealing with features and strengths of Curriculum Studies graduate programs, the research preparation provided to their graduate students, and doctoral research produced by these programs during 1993-94.

Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in these universities in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize the leading curriculum research programs in the United States? (4) What are the unique research features about each of the 25 graduate programs in regard to graduate curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among the 25 leading research universities? What are their typical features?

The 25 Leading Research Universities

The first research question sought to identify the 25 leading research universities in the United States that have graduate professional programs in Curriculum Studies graduate schools of Education. Based on the criteria and procedures described in Chapter IV for identifying such institutions, the following universities for which data could be obtained were identified in alphabetical order): 1. Boston College, 2. Cornell University, 3. Harvard University, 4. Indiana University, 5. Louisiana State University, 6. Michigan State University, 7. Ohio University, 8. Pennsylvania State University, 9. Purdue University, 10. Rutgers University, 11. Stanford University, 12. Teachers College, Columbia University, 13. University of Georgia, 14. University of Illinois, Chicago, 15. University of Illinois, Urbana, 16. University of Iowa, 17.

University of Michigan, Ann Arbor, 18. University of Minnesota, 19. University of North Carolina at Chapel Hill, 20. University of Southern California, 21. University of Texas, Austin, 22. University of Virginia, 23. University of Washington, 24. University of Wisconsin, Madison, and 25. Vanderbilt University (Peabody College for Teachers).

Names of department chairs, professors, and admissions officers who supplied information about their university's program are included in Appendix D. In addition, addresses, phones and/or fax are included for each university. These cooperative people will be available to clarify or to provide additional information from each university if it is needed.

The selection of these universities was not an attempt to build a pyramid in terms of excellence. It does not talk about quality. It is not a measure of creativity or innovation. It includes the institutions that grant the highest level of degree in Curriculum Studies, the number of doctoral degrees conferred and their main features and strengths such as selectivity of their admissions, research facilities (libraries), among others.

The selected universities which had the highest similarities were presented in the results of this study for purposes of showing the typical features and strengths of these institutions. Of the 25 selected universities, 7 are defined as independent coed institutions and 18 as public coed institutions. The independent coed institutions are the following: Boston College (independent religious, Jesuit old institution), Cornell University, Harvard University, Stanford University, Teachers College, Columbia University, the University of Southern California, and Vanderbilt University. The public independent institutions are: Indiana University, Louisiana State University, Michigan State University, Ohio University, The Pennsylvania State University, Purdue University, Rutgers University, University of Georgia, University of Illinois, Chicago, University of Illinois, Urbana, University of Iowa, University of Michigan, Ann Arbor, University of Minnesota, University of North Carolina at Chapel Hill, University of Texas, Austin, University of Virginia, University of Washington, University of Wisconsin, Madison.

These institutions are characterized by being large in size, old institutions (founded between 1636 and 1880), and some of the private or independent universities hold the name of the person who provided the initial funds to create them (i.e., John Harvard, Leland Stanford, Ezra Cornell, John Purdue); the public institutions hold the name of the state or community where they are placed. The oldest institutions are Harvard university (1636), Rutgers University (1766), the University of Georgia (1785) and North Carolina University (1795). Columbia and Southern California

universities, both private institutions, were founded in 1880. A brief description, historical oriented, is provided for each university in this study (see Appendix D).

All these institutions award doctorates (Ph.D. and/or Ed.D. in Education) and offer graduate programs in Curriculum Studies. These institutions are members of or are accredited by important national and international organizations or associations such as the American Association of Colleges and Universities, the American Association of Colleges for Teacher Education, the American Council of Education, among others. All these universities are committed to the policy that all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications. These universities do not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

Graduate Schools: Unique and Typical Features

The second research question sought to identify some of the unique features of each of these university's graduate schools. Appendix D presents a description of each of these graduate school's in terms of the following twelve categories: enrollment, faculty and students groups, tuition, programs offered, degrees offered, admissions requirements, degrees requirements, doctoral degrees awarded, student services, financial aid, research facilities, and computer facilities.

In partial response to research question five, the most common characteristics are presented for the purpose of showing the typical features among the 25 graduate schools.

1. Enrollment

The 25 universities in the United States (from 3,600 surveyed by the Carnegie Foundation for the Advancement of Teaching) are some of the largest in size as well as some of the oldest institutions of the nation. Range of total enrollment is between almost 50,000 students and approximately 10,000 students. Universities with the largest undergraduate, graduate and professional students' enrollment in 1993-94 are: University of Texas, at Austin (49,253), Rutgers State University (48,572), University of Wisconsin at Madison (41,948), Purdue University (40,939), Michigan State University (40,047), University of Minnesota (40,000), University of Michigan, Ann Arbor (36,543), The Pennsylvania State University (36,063), and the University of Illinois at Urbana (36,041).

2. Faculty And Students: Graduate And Professional Groups

Graduate faculty and graduate students groups are classified as full-time, part-time, women, minority (include African Americans, Asian-Americans, Hispanics, Native Americans) and internationals (from other countries). Specific information for each university is provided in Appendix D

The total number of graduate faculty in these universities ranges between 1,000 and 9,000, and the number of graduate students is from 3,000 to 13,500. Full time students vary between 500 and near 11,000. Part-time students are counted between 500 and 6,600. Full-time faculty number is between 1,000 and 3,000. Part-time faculty are found to be between 10 and 1,200. Number of graduate women faculty total between 200 and 800. Number of minority faculty ranges between 25 and 400.

Some of the Universities with the largest number of full-time graduate faculty are The Pennsylvania State University, University of Michigan at Ann Arbor, University of Illinois at Urbana, Michigan State University, University of Wisconsin, University of North Carolina.

Among the universities with the largest number of graduate and professional faculty are University of North Carolina, University of Southern California, University of Michigan at Ann Arbor, The Pennsylvania State University and the University of Minnesota.

Universities with the largest number of graduate and professional faculty women are the Pennsylvania State University, University of North Carolina, and University of Southern California.

Universities with the largest number of part time graduate faculty members are Vanderbilt University, University of Michigan at Ann Arbor, and The Pennsylvania State University.

Universities with the largest number of minority faculty (African, Asian, Hispanics, Natives) are University of Southern California, University of Texas at Austin, and the Pennsylvania State University. Universities with the largest number of minority graduate students are: University of Illinois at Chicago, University of Michigan at Ann Arbor and Michigan State University. Universities with the largest number of international students are University of Texas, University of Wisconsin and the University of Minnesota.

The Teachers College (Columbia University) and the Peabody College for Teachers (Vanderbilt University) were excluded in the above comparisons because the statistics provided for enrollment, faculty and students groups corresponds with just one college and not with the entire university, however their enrollments are very high in comparison to other colleges of the same universities, and in some cases, in comparison with total enrollment from other universities (Peabody College-Vanderbilt University seems to have a very large number of part-time graduate and professional faculty, especially women, and the Teachers College-Columbia University appears to have a large number of part-time graduate faculty members and graduate students, as well as a large number of minority graduate students).

Finally, the number of full time and part-time education graduate students greatly vary among these universities. The numbers of women, minorities and internationals in education for each institution are included in Appendix D.

3. Tuition

Graduate tuition per year differs from public coed institutions to independent coed institutions. Tuition varies for full-time and part-time students and for non-resident or state-resident students. Tuition for non-resident students and foreign students is almost 50% higher than for resident students. In general, graduate tuition per year ranges between 16,000 and 3,500 US dollars. Information on tuition per year, semester, per credit and/or per quarter is provided by each institution (see Appendix D).

4. Programs

These institutions offer a great variety of graduate programs. Programs are designed to prepare students to assume positions of informed and responsible authority in their fields and to contribute creatively to them. They promote not only specialization, but also breadth of scholarship, the ability to study and think independently, and familiarity with the principal techniques and important literature in the field. The research undertaken by the candidate should deal with a problem that can yield a significant contribution to knowledge. The fields of Sciences, Arts and Humanities, as well as graduate interdisciplinary programs (or intercollege graduate programs) are included in these universities. Among the most common programs are: Administration, Art, Agriculture, American Studies, Animal Science, Architecture, Astronomy, Biology, Chemistry, Economics, Education, Engineering, English, Foreign Languages, Geography, Genetics, History, Journalism, Law,

Literature, Mathematics, Medicine, Political Science, Philosophy, Psychology, Sociology, and Sciences.

5. Degrees - Academic Preparation Provided

The selected universities offer the highest degree provided in the United States: the Ph.D. degree or the Ed.D. Interdisciplinary doctoral degrees and/or jointly offered degree programs with other colleges or universities are also offered by some institutions. All these universities offered Master's degree programs: the Master's degree (Master of Arts or M.A, Master of Sciences or M.Sc, and professional master's degrees in specific areas of knowledge, i.e., the M.Ed.), and the advanced programs or certificates (specializations in different fields of study).

A qualifying characteristic among these prestigious institutions,for this study is that they offer graduate programs in education and specifically in Curriculum Studies (i.e., Curriculum and Instruction, Curriculum and Supervision, Curriculum and Teaching, Curriculum Development) which are recognized by faculty and administrators as leading schools or programs in the country.

6. Admission Requirements

General criteria for admission to a graduate or professional degree program at these universities are: 1) a bachelor's degree from an accredited college or university; 2) an undergraduate GPA of minimum 3.0 overall and satisfactory record on previous graduate work, 3) three letters of recommendation; 4) acceptable scores (minimum 600) on the GRE (Graduate Record Exam), GMAT (Graduate Management Administration—Business Program), or any other test required by the specific School; 4) acceptable scores on the TOEFL (minimum 550) from all foreign students for whom English is not the first language. A completed application to any graduate school of these universities, includes forms that provide biographical information, official transcripts, and references.

7. Degree Requirements

To earn a Master's the minimum residence requirement is one academic year (two semesters or three quarters of full-time study) and all requirements for the degree must be completed within a range of 2 to 6 years beginning with the first registration for the graduate courses on the program of study. Upon the option of the student's major department, a reading and knowledge of a modern foreign language or other research skills may be required of a candidate for the Master's.

To be eligible for graduation, a student must earn a minimum of 24-30 credits of graduate work (in addition to approximately 6 credits in Thesis or a Master research paper or project). The student must maintain a 3.0 or B average on all graduate courses taken and on all courses in the program of study. The student has the choice of submitting a thesis or a research paper/project which shows independent judgment in developing a problem from primary sources. The minimum of research courses to be taken is approximately 3 (this requirement varies in some institutions).

The Degree of Specialist in Education is a self-contained degree program intermediate between the Master's degree and the Doctor's degree both in time and depth. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the Master's degree but without the heavy emphasis on research of the Doctor's degree.

The Doctoral Degree (Ph.D and D.Ed) is granted on the basis of evidence that the candidate has achieved a high level of scholarship and proficiency in research rather than solely on the basis of successful completion of a prescribed amount of coursework. The minimum residence requirement at the university (as a full time student) is one academic year (two semesters or three quarters of full-time study) and all requirements for the degree must be completed within a range of 2 to 10 years beginning with the first registration for the graduate courses on the program of study. To be eligible for graduation, a student must earn a minimum of 60 credits of graduate work (in addition to the dissertation and beyond the Master's degree). Some universities require a "preliminary" examination which is used diagnostically in advising students about strengths, weaknesses, the program of study and, in some cases, about the advisability of continuing in the program.

The student's competence and ability to work independently and to write creatively are established by "qualifying" or "comprehensive" examinations to demonstrate readiness for critical analysis of research literature and for independent research and by the quality of a dissertation submitted as an account of her or his original research. Some universities require a "final" examination on the doctoral dissertation and related material; the student is expected to demonstrate an understanding of the larger content in which the dissertation lies. Upon the option of the student's major department, a reading knowledge of a modern foreign language (usually French, German, Spanish) or other research skills may be required of a candidate. The student must maintain a 3.0 or B average on all graduate courses taken and on all courses on the program of study.

Students with special academic-professional goals have the possibility of individualized, interdisciplinary programs of study leading to the Master's and Ph.D. degrees. The graduate

school may permit programs that combine several disciplines in unique ways. Some universities such as the "Big Ten", exchange researchers to support the students in using other institutions facilities.

8. Doctoral Degrees Awarded: Research Productivity

Approximately 18,800 doctorates (including 1547 in Curriculum Studies) were awarded among the 25 universities between January 1993 to June 1994. The doctorates provided are the Ph.D. or Doctor of Philosophy, an academic degree, the Doctor of Education a professional doctoral degree, and other professional interdisciplinary doctoral degrees.

The number of doctoral degrees among the universities ranged between 250 and 1300 doctorates. The University of Wisconsin at Madison awarded 1,269 doctorates; the University of Illinois at Urbana awarded 1,244 doctorates; Stanford University granted 1,203 doctorates; and 1,128 doctorates, were earned at the University of Michigan.

The Ph.D. degree is the highest degree awarded by these universities and it is granted in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge, not upon completion of any definite amount of work prescribed in advance. Evidence of such attainment must be provided through the presentation of an acceptable dissertation based upon independent research and the passing of such written and oral examinations as may be prescribed. The D.Ed or Doctorate in Education is conferred in recognition of advanced preparation of a high order for work in the profession of education. It also requires a dissertation.

9. Student Services

The most typical student services provided by these universities are: free or low cost psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, health insurance, counseling/support services for international students, computer services, library facilities, free legal counseling, accident insurance, disabled students support: services for persons with disabilities, academic peer advising, low cost on campus housing (students residences), availability of financial aid (scholarships, grants, tuition waivers, fellowships, assistantships, etc.), medical care or low cost health care except, hospitalization covered by mandatory health fee. Some universities offer: a free comprehensive medical care or

pre-paid out-patient clinic services, day-care facilities (child care assistance program), women's resource and research centers, free city bus pass, and dossier service.

10. Financial Aid

Among the 25 universities, the most typical financial aid that was provided included: fellowships, research assistantships, teaching assistantships, full and partial tuition waivers, institutionally sponsored loans, career-related internships or fieldwork, and federal work study.

11. Research Facilities

These 25 universities are some of the U.S institutions characterized by having the largest holdings of books, serial tities, microforms and current periodical subscriptions. They possess the best libraries in the country and/or the world. Usually each university has the central library plus additional on-campus libraries.

It was found that Harvard University holds the largest library. Harvard's book collections exceeds 12,394,894 volumes. The range of book collections among the rest of the universities is between 2 and 7 millions. For instance, the University of Michigan at Ann Arbor holds a total of 6,133,171 volumes; 3,472,083 microforms, and 67,530 current periodical subscriptions. The University of Texas at Austin total holdings is 6,066,136 volumes, 4,220,837 microforms and 78,446 current periodical subscriptions. Information on each university library is provided in the Appendix D.

12. Computer Facilities

The most typical computer facilities are in computer science centers, various colleges and departments and in universities libraries: personal computers are found in all libraries on campus, and these are linked with internet: CD-ROM are available for graduate student use, Apple Macintosh, IBM PC, Digital VAX, Digital DEC station, and others are available and vary according to university facilities.

Graduate Schools of Education and Graduate Programs in Curriculum Studies: Unique and Typical Features

The third research question sought to identify some of the unique features of these universities' graduate schools of Education and their graduate programs in Curriculum Studies. Appendix D presents a description of each of these graduate schools of Education and their graduate programs in Curriculum Studies in terms of the following twelve categories: enrollment, identification of the specific unit in charge of graduate curriculum programs, department head or contact faculty, specific enrollment, faculty, identification of the graduate programs in Curriculum Studies, specific departmental or program requirements, doctoral degrees awarded in the field of Curriculum Studies (1993-94), graduate programs' primary goals, strengths and unique features which characterize these leading research graduate programs.

In partial response to research question five, common characteristics of these programs are presented here in this section of the report for the purpose of showing the typical features among the 25 graduate schools of Education and their graduate programs in Curriculum Studies.

1. Enrollment

Graduate School enrollment ranges between 3,000 and 14,000 students. Graduate education enrollment varies between 200 and 2,000. The universities with the largest or highest graduate education enrollment in 1993-94 were: University of Georgia, Teachers College-Columbia University, Harvard University, Boston College, the University of Iowa, and the University of Southern California. Specific information for each institution is provided in Appendix D.

Graduate students of education are diverse and include full-time, part-time, women, minorities, and internationals. Range of full-time education students is between approximately 150 and 1,000 students; part-time between 100 to 1000. Harvard University has the highest number of full time students; Teachers College-Columbia University includes the highest number of part time students. The University of Georgia has both high full and part time students. Graduate women students range between 150 and 1,500 approximately. Universities with the highest number of women students are University of Georgia, Teachers College-Columbia University, and Harvard University. The number of minorities (African-Americans, Asian-Americans, Hispanics, and Native Americans) varies between 10 and 400. Internationals are found to be between 10 and 150 students. The universities with the highest number of minority students are Teachers College-Columbia University, and Harvard University. The University of Georgia and Harvard University are the ones that enroll the highest number of international students in education. General age average among students of education is between 30 and 40 years.

2. Name Of Administrative Units

Names of administrative units which offer graduate programs in curriculum studies vary among the universities. In some institutions they are called "Departments;" in others they are called "Schools", or "Colleges;" others are called "Divisions", and in others they are just "Fields", "Areas of Teaching" or "Programs". All of them are in the Graduate School or Graduate Studies of the University (some in the Graduate School of Arts and Sciences, others in the Graduate School of Education, others in the College of Education or in the School of Education). For example, among the units that responded to the survey questionnaires and sent informational materials were the following: Department of Curriculum, Administration and Special Education (Boston); Field of Education (within the Graduate Faculty of Agriculture and Life Sciences at Cornell University); Area of Teaching, Curriculum and Learning Environment (Harvard).

The prevailing name provided is "Department", i.e., Department of Curriculum and Instruction (LSU, Wisconsin at Madison, North Carolina, Illinois at Urbana, Illinois at Chicago, Texas at Austin, Minnesota, Indiana, Penn State, Purdue); Department of Teacher Education (Michigan State); School of Curriculum and Instruction (Ohio); Curriculum, Learning and Teaching Department (Rutgers), Department of Curriculum and Teaching (Southern California); Department of Curriculum, Instruction and Special Education (Virginia); Department of Educational Leadership (Georgia); Division of Educational Institutions and Programs (Teachers College, Columbia). Complete information for each of the 25 universities is provided in Appendix D.

Faculty and graduate students should be aware of the policies and requirements of each unit because some degree requirements must be met within the Graduate School policy and others with the department and/or program norms. Graduate catalogs and information materials from each university are in the libraries and bookstores, but the specific department or program also may have specific materials with important rules or instructions available to prospective students.

3. Department Heads/Contact Faculty In Curriculum Studies

Department heads, chairs, professors and/or admission officers from each university provided the required information useful for this report with the purpose of improving the knowledge of faculty and prospective graduate students. They are available to clarify and complete additional information if needed. Names, positions, and addresses are provided by each university. However, the contents of this study represent the work of the author and endorsement by the institutions and individuals mentioned in it should not be assumed.

Each university catalog and the available directories (handbooks or microfilms) and information materials existing in the library and/or provided by each institution graduate school or graduate admission officers include the names of faculty and administrators, together with their specialties, addresses, and phone numbers. They are available for public information.

4. Programs In Curriculum Studies

Graduate programs in Curriculum Studies offered by these institutions vary from one institution to another. Typical programs are: Ph.D., Ed.D., M.A, M.Sc, M.Ed., and Specialized Advanced Programs (or Certificates of Specialists in Education). Names of programs include Curriculum and Instruction, Curriculum and Supervision, Curriculum Teaching and Educational Policy, Instructional Design and Technology, Curriculum and Instructional Systems, Curriculum Studies, among others.

5. Departmental Admissions/Degree Requirements

Admission to graduate school is open to individuals who have graduated from approved institutions and who show evidence of potential for the successful completion of a graduate program. Admission to graduate schools of Education is competitive, however, and all admissions decisions are informed judgments regarding the applicant's previous academic performance, standardized test scores, experience and achievement, recommendations, and other relevant data. Applications are reviewed by the faculty of the department to which the applicant applies and by either the master's admissions committee or the doctoral admissions committee.

Students in the curriculum studies program work closely with an individual faculty member or a committee in selecting coursework and other experiences that will prepare them for the task of completing their dissertations. Students meet regularly with their faculty advisor who guides the development of each student's intellectual growth through ongoing consultations. No two programs are exactly alike. Students' academic programs are thus highly personalized in most universities.

The Curriculum Studies programs encourage and support an inquiry-driven approach to education. Students are encouraged to explore diverse theoretical positions regarding approaches to curriculum practices, research, and theory development. Getting a doctorate in these programs should be thought of as an ongoing process of discovery, a process that is mentored by a faculty

advisor and/or a doctoral committee who share in the development of each student's intellectual growth through ongoing discussions.

A typical program for a master's degree or specialist certificate may include courses on curriculum design and development, courses on Instruction (i.e., systematic instructional development and teaching in one or several levels of schooling, including college teaching), measurement and evaluation in education, leadership skills in education and curriculum research, among others suggested by the student's advisor. In addition, to write a thesis may be an optional choice for a master's degree. No thesis is required for a specialist degree.

A typical program for a doctoral degree may include as general requirements at least 60 credit hours of core courses in curriculum theory and development, advanced curriculum studies, learning and instructional theory, instructional technology, cultural foundations (of curriculum decisions), general and philosophical foundations, research methodology (i.e., statistics, research design, survey, historical and other forms of curriculum inquiry, or directed research in curriculum and instruction), among others sugested by the student's advisor and/or his doctoral committee. In addition, a reading knowledge of a foreign language or of computer science and statistics, and the writing of a dissertation are requirement for a doctoral degree.

6. Doctoral Degrees Granted

A total of1547 doctoral degrees in Curriculum Studies (Doctor of Philosophy (Ph.D.), and Doctor of Education (Ed.D) degrees were awarded by the 25 selected leading research universities from January 1993 until June 1994. The number of doctoral dissertations published by each institution, during that period of time, ranges between 12 and 45. The University of Wisconsin at Madison, the Teachers College at Columbia University and the University of Texas at Austin are the institutions that have awarded the highest number of doctoral degrees in Curriculum Studies during that period of time.

Among the universities with the most doctoral graduates in Education are University of Illinois at Urbana, Stanford University, University of Minnesota, University of Texas at Austin, University of Michigan Ann Arbor, University of Wisconsin at Madison, Cornell University, University of North Carolina at Chapel Hill, University of Georgia, and The Pennsylvania State University.

7. Primary Goals Of Graduate Programs In Curriculum Studies

Among the typical goals of graduate programs in curriculum studies are to prepare educational leaders for curriculum, instructional and administrative roles in public and private schools, in institutions of higher education, in related organizations or in the industry. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop sound understandings, practical skills, ethical values, and social responsibilities required of competent educators.

In general, the doctoral programs in curriculum are intended for educators who aspire to leadership positions that emphasize curriculum development, curriculum supervision, instruction, teaching (or other related areas of the field), and for persons interested in research, postsecondary teaching, or positions within school districts or departments of education. They also prepare graduates to serve as specialists for administrative roles in schools and other educational agencies as well as leaders for policy positions in government, foundations, or universities.

8. Reasons For Being Among The Leading Programs In The USA

The most important characteristics which make the graduate programs in Curriculum Studies among the leading research programs in the United States are: reputation of faculty, curriculum research publications, quality of graduates, size of the program, curriculum and instructional characteristics, national leader in funded curriculum research, visibility of the program, and participation of faculty and students in professional groups.

9. Unique Strengths

For each university and department, the strengths (faculty, environment, research, curriculum and students, including the major categories for each strength), presented in hierarchical order by the respondents, are included in Appendix D. Eighty percent coincided in listing and ranking these categories in the following way: 1. faculty, 2. research, 3. students, 4. curriculum and 5. environment.

The aspects most frequently used in similar hierarchical order by the respondents for each category were: For faculty: research oriented, productivity, stable and dedicated, diverse interests and backgrounds, wide number of publications, and many speeches and paper for conventions were named. The reputation of these major universities rest on the caliber of their faculty. For research: reputation, national visibility, extensive research data available and emphasis on inquiry were suggested. For students: national recruitment, student-alumni networks, placement and selection procedures, and emphasis on inquiry were deemed important. For curriculum: cohesive academic, interdisciplinary, a core of required courses, and competence-based were cited. For environment: academic life, libraries, and resources, were listed.

10. Faculty and Research

Faculties of Education are also diverse and range between 100 and 300 faculty members. Among the universities with the largest number of full-time graduate faculty in Education are the University of Southern California, Cornell University, University of Georgia, Michigan State University and the University of Illinois at Urbana. Some of the institutions with most graduate faculty women in Education: University of Southern California, Michigan State University, University of Illinois, Urbana, and University of Virginia.

Universities with the largest number of part-time graduate faculty members in Education include Columbia University (Teachers College), University of North Carolina at Chapel Hill, and Vanderbilt University. Specific information for each university, including the number of minority is provided, where available, in Appendix D.

The most common characteristics of faculty among the graduate programs of Curriculum Studies cited as important were research oriented, productivity, and wide number of publications.

The most common organizations currently functioning to facilitate communication among Curriculum Studies faculties: The World Council for Curriculum and Instruction (WCCI), American Educational research Association (AERA), Association for Supervision and Curriculum Development (ASCD), The Society for the Study of Curriculum History, Professors of Curriculum, The African Curriculum Organization (ACO.)

The most known journals and publications currently functioning to facilitate communication among curriculum professionals are: Educational Researcher (AERA-USA), Review of Educational Research (AERA-USA), Educational Evaluation and Policy Analysis (AERA-USA), Handbook of Research on Teaching (AERA-USA), Educational Leadership (ASCD-USA), The Journal of Curriculum and Supervision (ASCD-USA), The Journal of Curriculum Studies (USA), Curriculum Inquiry (Canada), The Journal of Curriculum Theorizing (USA), Curriculum Perspectives (Australia), Curriculum (United Kingdom), Curriculum Canada, Curriculum (Venezuela), Curriculumforschung (Germany), Summary of Curriculum Research in Europe (Council of Europe), Monographs in Curriculum Theory (Hungarian National Institute), Curriculum Research Yearbook (Korean Society for Studies in Education), and the Curriculum Research Journal (Israel, Curriculum Center, Jerusalem).

According to the surveyed professors, the following are the main research questions or problems being researched during 1993-94: curriculum fragmentation and synthesis, nationalizing influences on the curriculum, general education in the secondary school and college, the rediscovery/rehabilitation of John Dewey by the academics, turning points in contemporary curriculum history, curriculum for interdisciplinary programs and interprofessional collaboration, alternate assessments of science concepts, historical media images of the school curriculum, factors contributing to the decline of SCDE's, authentic research, curriculum change, the nature of the social studies, teaching about World War II in the Pacific (U.S; Japan, Korea), curriculum history in US and in England during World War II, teaching of writing to "high risk" secondary age students, acquiring science concepts via classroom interaction and discourse, relationships of the arts to the processes of social science, postmodernism, hermeneutics, the interaction of information technology with the K-12 curriculum, and Education for the 21st century.

The prevailing forms of curriculum inquiry used by professors in their research reports and publications were historical, scientific, deliberative, phenomenological/hermeneutic, ethnographic/naturalistic, theoretical, evaluative/normative, integrative/review/analysis, action and philosophical.

The majority of the study participants had between 4 and 8 years of experience as department chairs and between 5 and 25 as professors of curriculum theory and research or related areas. (See Appendix D, under department head or faculty contact, and faculty groups)

Graduate Curriculum Research: Unique and Typical Features

The fourth research question sought to identify the unique features about curriculum research in the 25 graduate programs in Curriculum Studies. Appendix D, section 4, under the subtitle, "Research Problems and Forms of Curriculum Inquiry Employed in Doctoral Dissertations" presents the summary of each research question or research problem investigated by doctoral dissertations produced by these programs and identifies the form of curriculum inquiry used. Results or answers in three categories are provided to describe graduate curriculum research: availability/application of curriculum inquiry forms in research courses, ways of preparing graduate students in research, and doctoral dissertations (research problems and forms of curriculum inquiry employed) published during 1993-94.

The ten integrated forms of curriculum inquiry identified in graduate courses and doctoral dissertations were the following philosophical, historical, scientific, phenomenological/hermeneutic, ethnographic-naturalistic, integrative-review-synthesis, evaluative/normative, theoretical, deliberative and action research (Short, 1991).

Sources of information utilized to identify the graduate research courses offered by the graduate program in Curriculum Studies and the ways of preparing graduate students were the university catalogs and informational materials provided by the departments or programs, as well as information provided by chairs and/or professors in each university.

To be able to analyze doctoral dissertations, three additional sources of information provided guidelines to ascertain if the research problems investigated (1993-94) fall in the field of curriculum: a research model presented by Klein (1983) which describes the perspectives, elements or variables, and factors involved in curriculum; the curriculum matrix presented by Foshay (1987) including three major components: purpose, substance and practice; and the three levels of questions addressed in the field of curriculum research and practice identified by Short (1991).

Only those dissertations, (classified in the International Dissertations Abstracts in Curriculum and Instruction) that focused on the above mentioned aspects or research problems in the curriculum

field were included in this study for purposes of showing the titles, authors, institution, date, research problem, and forms(s) of curriculum inquiry employed in each dissertation.

In partial response to research question five, typical research characteristics found in all 25 Curriculum Studies programs are reported here in this section of the study.

1. Research Courses Dealing With Curriculum Inquiry Forms

The most typical research courses available to students in graduate programs in Curriculum Studies in 1993-94 deal with: research design, research methodology, statistics in research, historical research, evaluative/normative research, integrative/review/synthesis research, theoretical research, scientific research, philosophical research, and action research.

Typically, courses available in graduate Curriculum Studies programs in 1993-94 that focused on specific forms of curriculum inquiry included: historic,deliberative,evaluative/normative, integrative/review/synthesis, phenomenology/hermeneutic, ethnographic/naturalistic, theoretical, action research, scientific research methodology (experimental, quasi experimental, ex post facto); and philosophical.

2. Ways Of Preparing Graduate Students In Curriculum Inquiry Forms

The typical ways of preparing graduate students in curriculum inquiry forms among these institutions are: 1) recommend all graduate students take a specific research methods course (i.e., 12 hours in overview and focused research courses), 2) initiate graduate students into faculty research methods while s/he is engaged in a specific kind of research (i.e., historical, philosophical), 3) put students in an overview course on different types of research methods, 4) ask students to enroll in a research methods course with only students in their own program, 5) ask students to enroll in a research methods course that includes students from many different programs, 6) cooperative research with other departments, colleges and/or universities, 7) individual advice and support to graduate researchers.

In addition to the curriculum research courses provided in each program, the research staff of each institution provides services to both faculty and graduate students in the areas of research design, statistics, educational measurement, and computer use, among others. Laboratory facilities, including programmable calculators, card punch, computer terminals, and access to a library of statistical computer programs are available in most universities.

The extraordinary library and computer facilities offered by each institution, as well as the prestigious research oriented faculty available in each program, provide the appropriate intellectual environment for individual research preparation to the students. Some institutions, specifically the "Big Ten Universities", offer the CIC Traveling Scholar Program, sponsored by the Committee on Institutional Cooperation (CIC). The CIC program helps selected students take advantage of unique facilities at another participating university, including special course offerings, research opportunities, laboratories, and library collections.

3. Research Problems And Forms Of Curriculum Inquiry In Doctoral Dissertations

The specific dissertation titles, authors and summaries of each dissertation's research problem and forms of curriculum inquiry employed are presented in Appendix D for each university. The range of doctoral dissertations is between 12 and 40 in Curriculum Studies among the universities. Total number of doctoral dissertations in Curriculum Studies published by the 25 universities in the International Dissertations Abstracts during January 1993 to June 1994 by graduate Curriculum Studies programs in these universities was 1.547.

The typical research problems in the1547dissertations focused on different sectors of the institution involved with the process of teaching, learning, instruction, and governance (leadership). Dissertations also dealt with the four common themes: subject/books, teacher/parents, student, and environment (and resources). The five phases of the process included diagnoses of needs, decision making, planning, implementation, and evaluation. These were important topics in many dissertations.

The following are five important topics and research problems investigated among the dissertations reviewed: ideal curriculum (values, beliefs, what ought to be included in the curriculum and how it should be implemented), formal curriculum (how state and federal officials, district and school personnel, textbook publishers, lay groups, and professional organizations view curriculum), instructional curriculum (what the teacher hopes, values, believes, and expects to offer his or her individual students). Operational curriculum (decisions made when students and the teacher interact in the classroom), and experiential curriculum (the student selection and reactions to what is offered based on interests, values, abilities and prior experiences).

Most dissertations dealt with the dimensions of curriculum design or curriculum elements, such as goals and objectives, materials, content, learning activities, teaching strategies, evaluation,

grouping, time, and space. Others dealt with qualitative factors: description of present practices, decision making, rationale, priorities assigned to the curriculum, attitudes, appropriateness, comprehensiveness, individualization, and barriers and facilities.

Finally, there were dissertations dealing with the following curriculum dimensions: purpose, substance (or experiences), and educational practice. Study of the curriculum consisted of dealing with the manifold interactions among these three dimensions, as well as studying the nature of each part. Other dissertations were interdisciplinary oriented and offer important findings to the field of curriculum research.

The ten integrated forms of curriculum inquiry as described by Short (1991) were employed as research approaches among these dissertations.

Summary

Findings related to the research questions addressed in the study across the entire group of participants as well as by some subgroupings of universities were presented and analyzed in this chapter. Agreement among the participants' responses concerning their beliefs and practices related to the features and strengths of curriculum studies graduate programs were identified and presented in terms of typical characteristics among institutions and programs.

V. OVERVIEW, IMPLICATIONS, AND RECOMMENDATIONS OF THE STUDY

In this chapter, conclusions, implications, and recommendations of the study are presented in the following sections: an overview of the study; a summary of the study results; a discussion and interpretation of the results; some implications for practice which can be drawn from the study; and, finally, recommendations for future research.

An Overview Of The Study

This study investigated select features of graduate schools, graduate schools of Education, and graduate programs in Curriculum Studies in 25 leading research universities of the United States of America. The primary purpose of this study was to describe the unique features or strengths of graduate programs in Curriculum Studies, research courses offered by them, ways of preparing graduate students in research, and research problems and forms of curriculum inquiry employed in doctoral dissertations published from January 1993 to June 1994.

Answers to the following research questions were sought in order to address the general purpose of the study: (1) What are the selected 25 leading research universities which include graduate schools of Education and graduate programs in Curriculum Studies? (2) What are some of the unique features about each of the graduate schools in these universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94? (3) What are the unique features about each of the 25 graduate schools of Education and graduate programs in Curriculum Studies in these universities in regard to: enrollment, name of the unit, head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, and strengths that characterize their programs? (4) What are the unique research features about each of the 25 graduate programs in Curriculum Studies with regard to curriculum research: availability of research courses dealing with forms of curriculum inquiry, ways of preparing graduate students in curriculum inquiry, faculty research, research problems and forms of curriculum inquiry employed in the published doctoral dissertations during 1993-94? (5) How do these unique features (same as listed under 2, 3 & 4) compare with each other among the 25 leading research universities? What are their typical features?

This study draws upon a literature review of the unique features or strengths of American graduate education; an analysis of a mail questionnaire survey answered by the 25 graduate schools of

Education (department chairs and professors in Curriculum Studies) and their admissions officers; the review of each university's last graduate catalogs and directories, the 1993-95 Peterson's Guide for Graduate Professional Programs, and informational materials from each school or department of Curriculum Studies; a review of non-formal personal interviews, made by personal visits, by fax and/or by phone; the examination of the research problems and the identification of the distinct forms of curriculum inquiry employed in doctoral dissertations and, finally, the review of the availability of research courses by each university (1993-1994).

The descriptiv , study approach supplemented by a comparative analysis is the methodology used for the study. The following are the aspects that form the platform of information for this study: twenty five categories to describe unique features of graduate schools and Curriculum Studies programs identified by the researcher, twelve of them from the Peterson's Guide (1993-95); five categories to describe the strengths of the exemplary graduate programs as identified by Keim (1983); seventeen forms of curriculum inquiry identified by Short (1991), integrated into ten by the researcher; 620 doctoral dissertations published during 1993-94 by the selected 25 graduate-professional programs of Curriculum Studies; a survey questionnaire answered by department chairs, professors, and admission officers; directories, catalogs, and informational materials (1994) from each of the selected institutions. The 25 universities were chosen by examining a list of "Top Universities" identified by U.S News and World Report (1991-93) and selecting those identified by the Carnegie Foundation for the Advancement of Teaching (1994) as "leading research universities," including the widely recognized "Big Ten Universities".

The twenty-five categories used to describe graduate schools were: enrollment, faculty and students groups, tuition, programs offered, degrees offered, admissions requirements, degrees requirements, doctoral degrees awarded, student services, financial aid, research facilities, computer facilities, identification of the specific unit in charge of graduate Curriculum Studies programs, department head or contact faculty, specific enrollment/faculty, identification of the graduate programs in Curriculum Studies, specific departmental or program requirements, doctoral degrees awarded in the field of Curriculum Studies (1993-94), graduate programs primary goals, strengths and unique features which characterize the leading research graduate programs, availability/application of curriculum inquiry forms in research courses, ways of preparing graduate students in research, faculty research, and doctoral dissertations (research problems and forms of curriculum inquiry employed) published during 1993-94.

The five categories of strengths to describe leading research schools included: research, faculty, students, curriculum and environment. The ten integrated forms of curriculum inquiry were the

following: philosophical, historical, scientific, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, integrative/review/synthesis, deliberative and action research.

The 25 surveyed universities were the following: Boston College, Cornell University, Harvard University, Indiana University, Louisiana State University, Michigan State University, Ohio University, Pennsylvania State University, Purdue University, Rutgers University, Stanford University, Teachers College-Columbia University, University of Georgia, University of Illinois-Chicago, University of Illinois-Urbana, University of Iowa, University of Michigan, University of Minnesota, University of North Carolina, University of Southern California, University of Texas, University of Virginia, University of Washington, University of Wisconsin, and Vanderbilt University.

The Results of the Study

Detailed descriptions of the unique features of each of the 25 institutions with respect to the categories of information cited above are to found in Appendix D.

This study also provides a general description of the typical characteristics of graduate programs drawn from a comparative examination of the information on all 25 institutions.and focused on curriculum research. The results support the understanding that there are a variety of distinct, albeit overlapping, approaches to inquiry, or ways of knowing, in the study of teaching, curriculum, instruction, learning environment and related areas. All the institutions coincide in their requirement that each student should demonstrate competence in different approaches of curriculum inquiry (in the sense explicated in Forms of Curriculum Inquiry by Edmund C. Short (1991), as important source for training graduate students in curriculum research). The purpose of these requirements is to encourage an appreciation of diverse approaches and to help students identify methodologies appropriate for their dissertation research. Detailed descriptions of the unique features of each of the 25 institutions with respect to the categories of information cited above are to be found in Appendix D.

Contributions And Implications

The main contribution of this study is to provide recent information about the unique features and strengths of selected graduate schools and professional graduate programs in Education (especially Curriculum Studies programs) in the USA which may be useful to students in choosing a college

or university to attend. This report gives important characteristics about 25 leading research universities in the USA which can be helpful in a student's decision to apply to a particular college or university. Information on the availability of different research courses in which selected forms of curriculum inquiry are taught, the identification of the typical ways of preparing future research leaders in Curriculum Studies, and the examples of 1547 doctoral dissertations illustrating the application of ten integrated forms of curriculum inquiry all contribute to the knowledge needed by students and others to making informed decisions about which university and program to enter.

Results of this study will also be used to improve the knowledge of national and international administrators (especially from institutions which provide financial aid for graduate study in education), as well as faculty and student knowledge about these programs. Information will also help guide decision making concerning the creation or redesign of future Curriculum Studies programs and the kind of educational research preparation that should be provided to graduate students. The study provides some guidance and directions for facilitating the development of similar programs within other Education-graduate programs. Such programs are essential to the development of educational systems; without these graduate programs, oriented toward curriculum research, it will be very difficult to provide quality to the other levels of the system.

The study provides a set of typical features for a prototype program of Curriculum Studies in Education. Since a program like this does not exist in many universities (in Latin American countries, such as Venezuela, there are some resemblances which are called by different names); the results and the procedures of this study should be of interest to those institutions in the development of similar programs or for the evaluation of the existing ones.

The research procedures and a model survey questionnaire used in this study can also provide some guidance for future comparative studies. This implies that further research should be done in the field: there is a need to develop similar studies with a wider number of institutions of the United States of America (there are more than 3,000 universities) in order to provide a more complete view of Curriculum Studies graduate programs, their similarities and differences, and to establish general criteria for describing the unique features or strengths of these programs.

Recommendations

Given the importance of the field of graduate curriculum research in assisting the different levels of education, the main recommendations emerging from this study are: (1) the development of national standards for leading research graduate programs in Curriculum Studies; (2) the

development of a national philosophy of educational research for doctoral programs; (3) the development of associations with national and/or international organizations and with other leading research universities for institutional cooperation to foster interdisciplinary and collaborative research and service efforts within and beyond each university in order to take advantage of funding opportunities and the exchange of scholars, graduate students and research facilities; (4) the development of a comprehensive communication and cooperation network among exemplary graduate programs for the development of a national criteria with respect to the availability of curriculum research courses (application of different curriculum inquiry forms) to provide a wider research preparation to graduate students. (5) the development of a national and international standard policy to provide up-dated information and appropriate criteria for prospective graduate students to enable them to choose or select a school and program according to their needs and the unique features or strengths of each program.

It is also very important to develop more aggressive policies regarding curriculum research in each university, that is: a) to maintain a close relationship among graduate school research programs and to work cooperatively with the different units of the university; (b) to maintain an overview of the many individual curriculum research commitments of the institution and the specific programs of Curriculum Studies, and actively to promote the research mission of the university in many ways; (c) to develop criteria for financial aid to help individuals, groups and organizational units search and obtain funds from potential sources in order to enhance the university's education, research and service missions; (d) to develop comprehensive research criteria for the improvement of educational research preparation provided to graduate students and the financing of doctoral educational research; (e) to develop, maintain, and/or improve the infrastructure (specially libraries and computer services) for proper conduct of research; (f) to be able to identify high priority international, national, and state research needs related to the university's mission; disseminate information pertaining to those needs; and assist in developing a university agenda that includes the participation of graduate students to meet those needs; and, (g) to be able to affect federal legislation and regulations enhancing each university's national and international position as a major education and research institution.

Three important questions have arisen for reflection: (l) how can academic standards formulated by authorities who live outside of the specific contexts for which they are making curriculum policy fit the needs and interests of prospective graduate students from other countries? (2) how can the interplay of academic authorities and professors yield excellence, equity, and genuine human growth? (3) what graduate curriculum students should know to become researchers as well as excellent teachers who may apply research in teaching? (Schubert, 1990)

According to Schubert (1990), the graduate schools do not need to be asked to teach more and more content, but rather to focus on what is essential to scientific, technological, and humanistic literacy and to teach it more effectively. The scientifically-humanistic literate person is one who is aware that science and education are interdependent human enterprises with strengths and limitations; understands key concepts and principles of science and research; is familiar with the natural and human world and recognizes both its diversity and unity; and uses scientific knowledge and scientific ways of thinking and inquiring for individual and social purposes.

The courses offered by graduate schools, especially research courses, should meet important criteria having to do with human life and with the "broad goals that justify graduate education in a free society: **utility** (will the proposed content—knowledge or skills—significantly enhance the graduate's long-term employment prospects? Will it be useful in making personal decisions?; **social responsibility** (is the proposed content likely to help citizens participate intelligently in making social and political decisions on matters involving science and technology?; **intrinsic and philosophic value of knowledge** (does the proposed content present different aspects of sciences, humanities, mathematics and technology, as well as focused on research which contributes to the ability of people to ponder the enduring questions of human meaning?; and **enrichment** (will the proposed content enhance her/his life?)" (Schubert, 1990).

Graduate educators and education policy makers should begin to develop a strong consensus on what it will take to restructure the graduate school so that all students of all the programs emerge well educated in science, research, mathematics, humanities, and technology, able to use scientific and humanistic knowledge, and scientific and humanistic ways of thinking for individual and social purposes.

Conclusions

It was found through this study that there are typical characteristics among graduate schools of Education as well as among the graduate professional programs of Curriculum Studies of the 25 selected leading research universities in regard to their strengths, educational research preparation provided, and curriculum inquiry forms utilized in doctoral dissertations.

The study concluded that the strength of the faculty and their being research-oriented are the most typical factors characterizing these universities. Doctoral research is very important for these institutions. Other typical characteristics were: national/international visibility, faculty reputation, doctoral degrees awarded, graduates' placement, outstanding library and computer services, enrollment, students' selection, curriculum and environment related to the quality of life in campuses. The unique features, strengths, research preparation provided and curriculum inquiry forms utilized in doctoral dissertations are relevant factors to describe these institutions. The curriculum research courses offered by graduate schools should meet important criteria having to do with the different forms of curriculum inquiry and with different ways of providing research preparation to graduate students congruent with the broad goals that justify graduate education in a free society.

The findings together with the review of the literature could be utilized as ideas or criteria for planning, managing, evaluating or creating graduate programs focused on educational research. They are factors in choosing a university or a program by prospective graduate students, or by international institutions in providing graduate financial aid.

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APPENDIX A

Forms: Letters and Survey Questionnaires

ORGANIZACION DE LOS ESTADOS AMERICANOS
ORGANIZAÇÃO DOS ESTADOS AMERICANOS
ORGANISATION DES ETATS AMERICAINS
ORGANIZATION OF AMERICAN STATES

FUNDAYACUCHO
LASPAU

State College, Feb.11th, 1994

Dear Professor:

I am conducting a research project to describe the Curriculum Studies Graduate Programs in the leading research universities in the United States.

Your program is among the exemplary programs we wish to include in this project. The purpose of this project is to gather data on various program characteristics and on the kind of research preparation provided by these programs.

The result of this research will be helpful to universities in Venezuela and other Latin American countries in planning to create or improve their graduate programs in curriculum studies. The research is sponsored by the Organization of American States and the Venezuelan government (FUNDAYACUCHO-LASPAU).

The final report will be published and distributed by the Organization of American States. A copy of this publication will be mailed to you.

Please fill out and return the enclosed questionnaire in the attached envelope. Thank you in advance for your help.

Sincerely yours,

Carmen L. Rosales D.

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PENNSTATE

1855

GLOSSARY OF TERMS

Curriculum Research Courses: courses which deal with alternative approaches for conducting research and inquiry in the curriculum field. They are concerned with conceptual, methodological, and technical issues pertaining to various forms of disciplined inquiry, from philosophical to scientific to humanistic and interdisciplinary approaches.

Philosophical: form of curriculum inquiry which involves clarifying, justifying, and critiquing knowledge that is relevant to the making of curriculum choices and/or to the developing of curriculum proposals or positions.

Historical: form of curriculum inquiry which deals with telling real stories; it is narrative and interpretative. Examples are histories of courses and school programs, biographical renderings of the lives of significant curriculum workers, among others.

Scientific: a form of curriculum inquiry which deals with explanations—the why of things—not inert facts. Scientific research consists of facts-in-context. Its basic approach to understanding educational phenomena is the experiment.

Phenomenological/Hermeneutic: form of curriculum inquiry which deals with life-world perceptions and the imagination; this form of research may also take the form of narrative inquiry (storied experience) and of aesthetic inquiry (aesthetic criticism of experience).

Ethnographic/Naturalistic: form of curriculum inquiry which focuses on understanding a given social setting and looks at relationships within a system or culture. It requires the ability to observe behavior and sharpen the skills necessary for observation and face-to-face interviews.

Theoretical: form of curriculum inquiry whose purpose is to create and critique conceptual schemes by which the essential nature and structure of curricular phenomena and processes can be made intelligible.

Evaluative/Normative: a form of curriculum inquiry which deals with situational assessment, critical and normative inquiry. This form addresses questions having to do with the values and norms underlying curriculum and their application to the various components of curriculum.

Integrative/Review/Synthesis: form of curriculum inquiry which deals with ways of assembling sets of curriculum knowledge that integrate diverse materials into a particular conceptual framework so that some new perspectives or relationships are introduced.

Deliberative: form of inquiry about weighing the merits of various courses of action related to curriculum policy, program development, and other curriculum activity in specific situations of practice.

Action: form of curriculum inquiry which deals with the research undertaken by practitioners in order that they may improve their practices.

PENNSTATE

Department of Curriculum and Instruction
College of Education

The Pennsylvania State University
Chambers Building
University Park, PA 16802-3205

State College, February 15th, 1994

Dr. Donald Oliver
Graduate School of Education
Harvard University
206 Long Fellow Hall Appian Way
Cambridge, MA 02138

Dear Dr Oliver:

I am pleased to introduce to you Dr Carmen L. Rosales-Dordelly who wishes to meet with you regarding her research project. Her purpose is to gather information related the what and the how to teach and to prepare graduate students in curriculum research. She is also interested in reviewing the characteristics of the graduate program in curriculum at your university.

Dr Rosales-dordelly is conducting a research project to describe the Curriculum Studies graduate programs in the leading research universities in the United States. The focus of this project is to gather data on various program characteristics and on the kind of research preparation provided by those programs.

The research is sponsored by the Organization of American States and the Venezuelan government (FUNDAYACUCHO-LASPAU).

The final report will be published in English and in Spanish, and it will be distributed by the Organization of American States to different countries. A copy of this publication will be mailed to you.

Dr. Rosales-Dordelly will contact you soon, to set an appointment in your schedule. Please accept her visit, and provide information materials which could be useful to describe Harvard graduate program in Curriculum Studies and the kind of research preparation provided to students in education. Thank you in advance for your kind help.

Sincerely yours,

Edmund C. Short

Dr. Edmund C. Short
Professor of Education
Sponsor, Post Doctoral Fellowship

ORGANIZACION DE LOS ESTADOS AMERICANOS
ORGANIZAÇÃO DOS ESTADOS AMERICANOS
ORGANISATION DES ETATS AMERICAINS
ORGANIZATION OF AMERICAN STATES

FUNDAYACUCHO
LASPAU

Professor of Curriculum:

I. **Personal Data:**

Name of Institution:_____

Name of your Department:_____

Name of the Program that focuses on Curriculum Studies: _____

Your name:_____

Highest Degree earned: Ph.D.___ D.Ed.___ Master's___ Bachelor's___

Your specialty:_____

How many years have you been teaching Curriculum Research:_____

II. **Questionnaire:**

1. How many Curriculum Research Reports and Publications have you done of various types? (Please mark an "x" under the appropriate column).

	none	1-5	6-10	11-15	15 or more
* Philosophical					
* Historical					
* Scientific					
* Phenomenological/Hermeneutic					
* Etnographic/Naturalistic					
* Theoretical					
* Evaluative/Normative					
* Integrative/Review/Synthesis					
* Deliberative					
* Action					
* Other(s)					

2. What problems or questions are you researching at the present time?

_____

_____

_____

3. How do you prefer to prepare your graduate students as curriculum researchers? (Please mark an "x" in front of each appropriate statement).

* Recommend all your graduate students take a specific research methods course_____ Which one?_____
* Initiate your graduate students into your research methods while you are engaged in a specific kind of research_____ What is your method?_____
* Put students in an overview course on different types of research methods_____
* Ask students to enroll in a research methods course with only students in your own program_____
* Ask students to enroll in a research methods course that includes students from many different programs_____
* Other(s)_____.

4. Research Courses:

* Number of Curriculum research courses required for a Ph.D____, for a D.Ed_____, for a Master's_____

* What curriculum research courses are available to students in your program? (Please mark an "x" after the appropriate ones).

Research design_____
Research methodology____
Statistics___
Survey research_____
Phenomenology/Hermeneutic_____
Historical_____
Philosophical_____
Scientific_____
Ethnographic/Naturalistic_____
Theoretical_____
Evaluative/Normative_____
Integrative/Review/Synthesis_____
Deliberative_____
Action_____
Simulations/Modeling_____
Combination of methods____
Other(s)_____

5. What forms of financial aid for graduate students are available for studies in Curriculum Research in your University?

_____

_____

_____

_____

Please return to:
Dr. Carmen L.Rosales-Dordelly
Post-Doctoral Fellowship Research Director
Organization of American States
P.O Box 10046, State College, P.A 16805
Fax: 814-863-7602

ORGANIZACION DE LOS ESTADOS AMERICANOS
ORGANIZAÇÃO DOS ESTADOS AMERICANOS
ORGANISATION DES ETATS AMERICAINS
ORGANIZATION OF AMERICAN STATES

FUNDAYACUCHO
LASPAU

Department Chair:

I. **Personal Data:**

Name of Institution:_____

Name of your Department:_____

Name of the Program that focuses on Curriculum Studies:_____

Your name:_____

Highest Degree earned: Ph.D.___ D.Ed.___ Master's___ Bachelor's___

Your specialty:_____

How many years have you been Department Head?:_____

II. **Questionnaire:**

1. Why do you think your Graduate Program in Curriculum Studies is among the leading Programs in the United States? (Please mark an "x" after the appropriate statement.)

   * Reputation of faculty____
   * Quality of graduates_____
   * Curriculum & Instructional characteristics____
   * National Leader in funded curriculum research____
   * Size of the program____
   * Visibility of the program____
   * Curriculum research publications____
   * Participation of faculty and students in profesional groups____
   * Other(s)_____

2. Faculty:

   * Number of Full-Time Curriculum Professors:
     With a Ph.D.___ With a D.Ed.___ With a Master's___

   * Number of Part-time Curriculum Professors:
     With a Ph.D_____ ith a D.Ed._____ With a Master's___

   * Years of experience as Curriculum Professors:
     Range between_____ and _____years.

3. Students:

* Number of graduate students enrolled during this academic year (93-94)
  Ph.D_____ D.Ed_____ Master's____ Specialist_____

* Number of graduate students graduated during last academic year (92-93)

* Requirements for graduation: Ph.D. D.Ed. Master's Spec.

Minimum Number of credits	____	____	____	____
Dissertation/Thesis	____	____	____	____
Grade point average	____	____	____	____

Other(s)_____

4. What are the unique strengths of your graduate program in Curriculum Studies? (Within each category, please rank the major categories and mark "x" in the subcategories for the appropriate items).

* Curriculum (rank:_____)
  - competence-based____
  - interdisciplinary _____
  - a core of required course____
  - cohesive academic_____
  - other(s):_____

* Faculty (rank:_____)
  - productivity_____
  - research-oriented_____
  - stable and dedicated_____
  - diverse interests & backgrounds____
  - wide number of publications_____
  - many speeches and paper for conventions____
  - other(s)_____

* Research: (rank:_____)
  - emphasis on inquiry_____
  - extensive research data available_____
  - reputation for research_____
  - national visibility_____
  - other(s)_____

* Students: (rank:_____)
  - placement_____
  - national recruitment_____
  - students alumni networks_____
  - selection procedures_____
  - other(s)_____

* Environment: (rank:____)
  - resources_____
  - academic life_____
  - libraries_____
  - other(s)_____

Please return to:
Dr.Carmen L. Rosales-Dordelly
Post-Doctoral Fellowship Research Director
Organization of American States
P.O Box 10046, State College, PA 16805
Fax: 814-863-7602

State College, March 23rd, 1994

Graduate Admissions Office:
University

Dear Sirs:

Please send me information materials concerning graduate work in the College of Education. I think that your program in Education (Curriculum Studies) is one of the best in the United States and, therefore, I am very interested in your program.

Since I cannot visit your campus right now to find out additional information, please, I need some answers from you which can be summarized in the attached list of data from the Department of Curriculum Studies.

I would appreciate that you return the attached questionnaire which will provide very important criteria for decision making and for getting financial aid from our government, not only for my own purposes, but for prospective graduate students from Venezuela who are looking forward to study in your university for the academic year 1994-95.

Thank you in advance for your information,

Carmen L. Rosales-Dordelly
225 W. Fairmount Avenue, State College, PA 16801, USA.
or
Urb. La Boyera, Resid. Las Rocas-Agata, #132, frente a El Cigarral
via El Hatillo, Caracas, 1080. Venezuela.

Enclosures.

Questionnaire for Admissions Officers:
University: _____

1. Why do you think your Graduate Program in Curriculum Studies is among the leading Programs in the United States? (Please mark an "x" after the appropriate statement.)

   * Reputation of faculty____
   * Quality of graduates_____
   * Curriculum & Instructional characteristics____
   * National Leader in funded curriculum research____
   * Size of the program____
   * Visibility of the program____
   * Curriculum research publications____
   * Participation of faculty and students in professional groups____
   * Other(s)_____

2. Faculty:

   * Number of Full-Time Curriculum Professors:
     With a Ph.D.___ With a D.Ed.___ With a Master's___

   * Number of Part-time Curriculum Professors:
     With a Ph.D_____ with a D.Ed._____ With a Master's___

   * Years of experience as Curriculum Professors:
     Range between_____ and _____years.

3. Students:

   *Number of graduate students enrolled during this academic year (93-94)
   Ph.D_____ D.Ed_____ Master's____ Specialist_____

   *Number of graduate students graduated during last academic year (92-93)

   *Requirements for graduation: Ph.D. D.Ed. Master's Spec.

Minimum Number of credits	___	___	___	___
Dissertation/Thesis	___	___	___	___
Grade point average	___	___	___	___

   Other(s)_____

4. What are the unique strengths of your graduate program in Curriculum Studies? (Within each category, please rank the major categories and mark "x" in the subcategories for the appropriate items).

   * Curriculum (rank:_____)
     competence-based____
     interdisciplinary _____
     a core of required course____
     cohesive academic_____
     other(s):_____

* Faculty (rank:_____)
  - productivity_____
  - research-oriented_____
  - stable and dedicated_____
  - diverse interests & backgrounds____
  - wide number of publications_____
  - many speeches and paper for conventions____
  - other(s)_____

* Research: (rank:_____)
  - emphasis on inquiry_____
  - extensive research data available_____
  - reputation for research_____
  - national visibility_____
  - other(s)_____

* Students: (rank:_____)
  - placement_____
  - national recruitment_____
  - students alumni networks_____
  - selection procedures_____
  - other(s)_____

* Environment: (rank:____)
  - resources_____
  - academic life_____
  - libraries_____

  other(s)_____

5. How do you prefer to prepare your graduate students as curriculum researchers?
   (Please mark an "x" in front of each appropriate statement).
   (Please ask Professors of Curriculum to help to answer).

   *Recommend all your graduate students take a specific research methods course_____ Which one?_____
   *Initiate your graduate students into your research methods while you are engaged in a specific kind of research_____ What is your method?_____
   *Put students in an overview course on different types of research methods_____
   *Ask students to enroll in a research methods course with only students in your own program_____
   *Ask students to enroll in a research methods course that includes students from many different programs_____
   *Other(s)_____

6. Research Courses:

   *Number of Curriculum research courses required for a Ph.D____, for a D.Ed_____, for a Master's_____

*What curriculum research courses are available to students in your program? (Please mark an "x" after the appropriate ones).

Research design_____
Research methodology____
Statistics___
Survey research_____
Phenomenology/Hermeneutic_____
Historical_____
Philosophical_____
Scientific_____
Ethnographic/Naturalistic_____
Theoretical_____
Evaluative/Normative_____
Integrative/Review/Synthesis_____
Deliberative_____
Action_____
Simulations/Modeling_____
Combination of methods____

7.How many Curriculum Research Reports and Publications have you done of various types? (Please mark an "x" under the appropriate column).

		none	1-5	6-10	11-15	15 or more
*	Philosophical					
*	Historical					
*	Scientific					
*	Phenomenological/Hermeneutic					
*	Ethnographic/Naturalistic					
*	Theoretical					
*	Evaluative/Normative					
*	Integrative/Review/Synthesis					
*	Deliberative					
*	Action					
*	Other(s)					

- What problems or questions are you researching at the present time? _____

- What forms of financial aid for graduate students are available for studies in Curriculum Research in your University?_____

Please return to: Carmen L. Rosales-Dordelly
225 W. Fairmount Avenue, State College, PA, 16801, USA/
Urb.La Boyera, Resid.Las Rocas-Agata, # 132, frente a El Cigarral
Via El Hatillo, Caracas, 1081, Venezuela

APPENDIX B

Glossary of Terms

GLOSSARY OF TERMS

Curriculum: in higher education, the term curriculum is reserved for an institution's entire educational program. It is the locus of corporate responsibility for learning that engages faculty, trustees, administration, and students. The concept of curriculum encompasses all the sectors of the institution involved with the process of teaching and learning. (Toombs, 1993). Curriculum can also be thought of as what students have an opportunity to learn under the auspices of schools (McCutcheon, 1990).

Curriculum Inquiry: the art of "critiquing"—i.e. critically disclosing the quality of a curriculum through literary devices such as metaphor, thick description, alliteration, etc. with a view to developing deep appreciation and personal understanding.
Curriculum criticism finds similarities with ethnographic styles of evaluation, case study methodology and illuminative evaluation (McKernan, 1991)

Curriculum Research Courses: courses which deal with alternative approaches for conducting research and inquiry in the curriculum field. They are concerned with conceptual, methodological, and technical issues pertaining to various forms of disciplined inquiry, from philosophical to scientific to humanistic and interdisciplinary approaches.

Philosophical: form of curriculum inquiry which involves clarifying, justifying, and critiquing knowledge that is relevant to the making of curriculum choices and/or to the developing of curriculum proposals or positions.

Historical: form of curriculum inquiry which deals with telling real stories; it is narrative and interpretative. Examples are histories of courses and school programs, biographical renderings of the lives of significant curriculum workers, among others.

Scientific: a form of curriculum inquiry which deals with explanations—the why of things—not inert facts. Scientific research consists of facts-in-context. Its basic approach to understanding educational phenomena is the experiment.

Phenomenological/Hermeneutic: form of curriculum inquiry which deals with life-world perceptions and the imagination; this form of research may also take the form of narrative inquiry (storied experience, personal history, biography, case study) and of aesthetic inquiry (aesthetic criticism of experience, "from the inside out").

Ethnographic/Naturalistic: form of curriculum inquiry which focuses on understanding a given social setting and looks at relationships within a system or culture (understanding culture and experience). It requires the ability to observe behavior and sharpen the skills necessary for observation and face-to-face interviews. Examples of research problems: racism, feminism, Marxism.

Theoretical: form of curriculum inquiry whose purpose is to create and critique conceptual schemes by which the essential nature and structure of curricular phenomena and processes can be made intelligible.

Evaluative/Normative: a form of curriculum inquiry which deals with situational assessment, critical and normative inquiry. This form addresses questions having to do with the values and norms underlying curriculum and their application to the various components of curriculum.

Integrative/Review/Synthesis: form of curriculum inquiry which deals with ways of assembling sets of curriculum knowledge that integrate diverse materials into a particular conceptual framework so that some new perspectives or relationships are introduced.

Deliberative: form of inquiry about weighing the merits of various courses of action related to curriculum policy, program development, and other curriculum activity in specific situations of practice.

Action: form of curriculum inquiry which deals with the research undertaken by practitioners in order that they may improve their practices.

Graduate Programs in Curriculum Studies: Ph.D, Master's Degrees, and Advanced Specialization in Curriculum and Instruction; Curriculum and Supervision; Curriculum and Teaching; Curriculum Development, and related areas.

APPENDIX C

Research Questions and List of Selected Universities

RESEARCH QUESTIONS:

This study investigated unique features among the Graduate Schools including graduate schools of education and graduate programs in Curriculum Studies in selected 25 national research leading universities of the United States of America. The purpose of this study was to describe the unique features or strengths of graduate programs of Curriculum Studies and the identification of research courses offered, ways of preparing graduate students in research, the research problems and forms of curriculum inquiry employed in Doctoral dissertations published from January 1993 to June 1994.

Answers to the following research questions were sought in order to address the general purpose of the study:

1.- What are the top 25 national research leading universities which include Graduate Schools of Education and Graduate Programs in Curriculum Studies?

2.- What are some of the unique features about each of the Graduate Schools of the national research leading universities in regard to: enrollment, faculty and students groups, tuition rates, school programs, degrees offered, academic requirements for admissions and for graduation, Doctoral degrees awarded, student services and housing, financial aid, library and computer facilities for the period 1993-94?

3.-What are the unique features about each of the 25 Graduate Schools of Education and Graduate Programs in Curriculum Studies in regard to: enrollment, name of the Unit, Head and/or faculty contact, graduate programs offered, entrance and degree requirements, graduate degrees awarded, goals, strengths and reasons which describe each program among the leading curriculum research programs in the United States?

4.- What are the unique research features about each of the 25 graduate programs in regard to Graduate Curriculum Research: availability of research courses dealing with Forms of Curriculum Inquiry, ways of preparing graduate students in Curriculum Inquiry, faculty research and published Doctoral Dissertations: Research Problems and Forms of Curriculum Inquiry employed during 1993-94.

5.- How do these unique features (same as listed under 2, 3 & 4) compares each other among the 25 research leading universities? What are their typical features?

25 top leading universities in the USA:(*)

1. Boston College
2. Cornell University
3. Harvard University
4. Indiana University
5. Louisiana State University
6. Michigan State University
7. Ohio University
8. Pennsylvania State University
9. Purdue University
10. Rutgers University
11. Stanford University
12. Teachers College, Columbia University
13. University of Georgia
14. University of Illinois, Chicago
15. University of Illinois, Urbana
16. University of Iowa
17. University of Michigan, Ann Arbor
18. University of Minnesota
19. University of North Carolina at Chapel Hill
20. University of Southern California
21. University of Texas, Austin
22. University of Virginia
23. University of Washington
24. University of Wisconsin, Madison
25. Vanderbilt University (Peabody College for Teachers)

(*) Data compiled on these institutions in for 1993-94.

APPENDIX D

Description of each of the 25 universities, main features of Graduate Schools and Graduate Curriculum Studies Programs, and summaries of Doctoral dissertations published from January 1993 to June 1994 (title, author, research problem and form(s) of curriculum inquiry employed)

1. BOSTON COLLEGE
Independent-Religious Coed University

Having Been granted its charter in 1863 by the Commonwealth of Massachusetts, Boston College is one of the oldest Jesuit-founded universities in the United States. During its first fifty years the college was located in the City of Boston. Shortly before World War I, property was acquired in Chestnut Hill and the college was relocated to this suburban community six miles west of Boston.

During the more than fifty years since its relocation the growth of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College were added in rapid succession to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox and the Schools of Philosophy and Theology at Weston were established as academic units of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, and its Graduate School which was established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

Boston College is a member of, or accredited by, many educational institutions: the American Association of Colleges for Teacher Education, the American Association of University Women, the American Council on Education, the Association of American Colleges, the American Psychological Association, the Council of Graduate Schools, the Association of Jesuit Colleges and Universities, the International Association of Universities, the International Association of Catholic Universities, the National Council for Accreditation of Teacher Education and many other similar organizations.

The Graduate School: Unique Features:

1. Enrollment: 14,455 graduate, professional and undergraduate students; 4,297 matriculated graduate/professional students (2,497 women).

2. Faculty and Students groups: matriculated students: 680 full-time (436 women), 1,210 part time (768 women), 123 minority full time (59 African Americans, 24 Asian-Americans, 38 Hispanics, 2 Native-Americans), 227 internationals. Faculty Groups: 578 graduate faculty members (180 women).

3. Tuition: $ 470 per credit hour.

4. Programs: American Studies, Biology, Chemistry, Classical Language, Economics, Education, English, Geology/Geophysics, History, Mathematics, Nursing, Philosophy, Physics, Political Science, Psychology, Religious Ed. & Pastoral Ministry, Romance Languages, Slavic & Eastern Lang., Slavic Studies, Sociology, Theology, Irish Studies (English), Biblical Studies (Theology) and Medieval Studies(History).

5. Degrees Offered: Doctoral programs (Ph.D and D.Ed); Master's Degree and Specializations or Certificates (C.A.E.S; C.A.G.S.)

6. Requirements for Admissions: The Graduate School, including Education, accepts two classes of applicants: degree students (degree-seeking) and Special students (non-degree-seeking). A completed application to the Graduate school includes forms that provide biographical information, official transcripts, and references. Candidates for the

Master's degree must generally be graduates of an accredited college with 18 semester hours of upper division work in the proposed area of study. All foreign student applicants for whom English is not the first language should plan to take the TOEFL Examination. Individual departments may have requirements involving the Graduate Record Examination (GRE), Miller's Analogies Test (MAT), etc.

Contact: Dr. Arline K. Riordan
Director of Admissions
Graduate School of Education
Boston College
Chestnut Hill, Massachusetts, 02167-3813
Phone: 617-5524214

7. Requirements for Graduation: Master's Degree(Master of Arts in Teaching, Master of Science in Teaching, and Master of Education): a minimum of 30 graduate credits; language requirements according to each department; Master's Comprehensive Examination; Master's Thesis (approved and signed by the director and reader). The student is permitted five consecutive years from the date of acceptance into the program for completion of all requirements. Certificates(Certificate of Advance Specialization and Certificate of Advanced Graduate Studies): five-year time limit for completing a Master's Degree. Doctoral degree: residence for at least one academic year as a full-time student at the University (all requirements must be completed within eight consecutive years from the beginning of doctoral studies); languages requirements according to the requirements of each department; one or two semesters preparing for Doctoral Comprehensives Examinations; Doctoral Dissertation (defense in a public oral examination, approval by the committee and publication).

8. Doctoral degrees Awarded: 469 Master's, 196 Doctorates and 29 Certificates in the Graduate School of Arts and Sciences in 1992. During 1993-94, total Doctoral degrees awarded: 257.

9. Student Services: Low-cost health insurance, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. Graduate Housing: on campus housing not-available

10. Financial Aid: Fellowships and Academic Grants; Federal Perkins Loan, Federal Stafford Loan, Federal College Work-Study Program, Federal Supplemental Loans for Students, Graduate Education Loan and alternative financing programs for students and their families.

11. Research and Facilities: O'Neill Library plus 5 additional on campus libraries. The book collections exceed 1.3 million volumes, and approximately 14,000 serial titles are currently received; 1,3 million microforms and 14,000 current periodical subscriptions.

12. Computer facilities: Digital VAX 6420, Digital VAX 8700, IBM 3090-1805, Apple Macintosh IICX, IBM Personal System/2. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features:

1. Enrollment: Matriculated students in Graduate Education: 970 (706 women), includes 103 minority (50 African-Americans, 23 Asian-Americans, 25 Hispanics, 5 Native Americans), 35 international. Graduate Education Faculty: 49 full-time (20 women), 60 part time (6 women). Curriculum Students: 64 (46 women) matriculated students; includes 5 minority (2 African-Americans, 3 Asian-Americans).

2. Name of the Department: Curriculum, Administration and Special Education; and Instruction Specialization.

3. Department Head: Dr. John F. Savage (5 years as Dept. Chair).
Address: Boston College, School of Education/CASE Chestnut Hill, MA 02167, USA.
Phone: 617- 552-3265.

4. Program(s) in Curriculum Studies: Curriculum and Instruction; Doctoral Programs (Ph.D.) in Curriculum, Instruction and Administration, Master of Education (M.Ed) and Advanced Curriculum Specialists (CAES).

5. Requirements: Entrance: for Master's and CAES, GRE general test or MAT; for Doctorate, GRE general Test, MAT. Graduation: for master's, comprehensive exam; for doctorate, computer language, dissertation, comprehensive exam; for CAES, comprehensive exam required, thesis not required. Doctoral degree minimum of 54 credits beyond a Master's. For a Master's, a minimum of 30 credits.

6. Doctoral Degrees granted in 1993-94: twenty two doctorates in Curriculum Studies.

7. Primary Goals of the Graduate Programs in Curriculum are: to prepare educational leaders for instructional and administrative roles in public and private schools, and in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry and professional experiences that will develop sound understandings, practical skills, ethical values, and social responsibilities required of competent educators.

8. Unique strengths of this Graduate Program: (1) Faculty (productivity, research-oriented, stable and dedicated; two full time curriculum professors with a Ph.D and 3 full time with a D.Ed. Range of years of experience as Curriculum professors: between 3 and 20 years. (2) Students (placement, students alumni networks and selection procedures; students enrolled in the Ph.D program (93-94): 10 and in the Master's: 20. (3) Environment (resources, academic life, libraries and sense of community). (4) Curriculum (competence interdisciplinary, a core of required course and cohesive academic), and (5) Research (emphasis on inquiry). Graduate programs in Education provide students with research-based knowledge in the area of specialization, a solid understanding of qualitative and quantitative research methods, and the opportunity to apply theory to practice in both academic and non-academic settings.

9. Graduate Program in Curriculum Studies is among the leading Programs in the United States because: reputation of faculty, quality of graduates, size of the program and participation of faculty and students in professional groups. Graduate students in the Department of Education, together with a dedicated faculty, make up a diverse community of scholars. Within this community students are prepared academically and professionally to meet the educational and human service needs of today's increasingly complex society. Students are immersed in a supportive environment of service to others on a campus steeped in a tradition of academic excellence and social justice (Boston College catalog, 1993-94, p. 12)

10. Faculty Research: apply different forms of curriculum inquiry.

Graduate Curriculum Research: Unique Features

1. Research Courses dealing with Curriculum Inquiry Forms:
ED/PY 460 Interpretation and Evaluation of Research (theoretical, scientific, evaluative-normative and deliberative).
ED/PY 667 Statistics Lab., (ED/PY 668) Multivariate Statistics Analysis
ED/PY 560 Issues in Testing, (ED/PY 669) Psychometric Theory and
ED/PY 829 Design of Experiments (Scientific Research).
ED/PY 829 Design of Research (Scientific, Historical, Philosophical, Evaluative-Normative, Deliberative, Action and others selected by instructor and students).
ED/PY 851 Qualitative Research (Phenomenological/hermeneutic, Ethnographic-naturalistic, philosophical, theoretical, and action research).
ED 973 Seminar in Research in Higher Education (Historical, Philosophical, Deliberative, Ethnographic-Naturalistic and Evaluative-Normative).

2. Ways of Preparing Graduate Students in Curriculum Inquiry Forms: Initiating graduate students into research methods while professors are engaged in specific kinds of research and requirements of research courses depending on the students' needs. Recommends students to take some supervised reading and research under the direction of faculty members. Students are encouraged to explore the research interests of faculty members in the Program. Programs are planned in consultation with a faculty adviser.

3. Faculty Research: Problems being researched at present time: In-service Education, literacy, child and adolescent language development, higher education of women, sociology of education. Diverse forms of Curriculum Inquiry.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations Boston College, January, 1993 - June, 1994

(1) Title: EDUCATION REFORM AND EXPANSION IN POST-INDEPENDENCY NIGERIA: A NATION IN TRANSITION, 1960-1992
Author: OKEKE, LEO CHUKA
Degree: Ph.D. pp: 262

Research Problem: This investigation tells the story of the educational reform and expansion programs that Nigeria embarked on since its independence in 1960. The reform and expansion effort, documented in this study, has shown that the history of education inpost-independence Nigeria is as volatile as the country's politicaland economic history. The diversity of the country's ethnic groupsand the culture has contributed to the interesting post-independencehistory of its educational reform and expansion. The study alsopresents the story of the educational expansion juxtaposed withNigeria's transition from the British system of education andgovernment to the presidential system of government and theAmerican-oriented educational system. The new educational system,popularly known as the 6-3-3-4 system, is considered revolutionary for Nigeria because it is a drastic move away from the so-calledtraditional system both in the curriculum scope and its new approachto how knowledge is tested. The curricular set-up of the new systemis expected to make secondary education both terminal and a meaningful transition into tertiary education.

Information was gathered mainly from the federal government archives in Lagos, the various state headquarters, libraries, andbookstores in Nigeria. Various university libraries (BostonUniversity, Boston College, Harvard University, Tufts University, andUniversity of Massachusetts) in the United States of America werealso helpful sources of information for the study.

Although Nigeria is currently under the stranglehold of economic disaster and Domestic Primitive Accumulation (DPA), itspost-independence reform and expansion effort at all levels ofschooling has been phenomenal. This investigation pioneers an attemptto document a chronologically- and thematically-arranged story ofthat post-independence reform and expansion effort in education.

Forms of Curriculum Inquiry employed in this dissertation: Historical.

(2)Title:THE DEVELOPMENT OF FORMATIVE GOALS AND CURRICULA IN AMERICAN JESUIT HIGH SCHOOLS: 1965-1990
Author: BLAKE, LAWRENCE D.
Degree: Ed. D. pp: 280

Research Problem: The Society of Jesus has sponsored schools since 1548, when it opened its first at Messina in Sicily; the oldest Jesuitschool in the United States is Georgetown Preparatory School,established in 1789. The Christian formation of students has alwaysbeen a major goal of Jesuit education. A number of developmentsbeginning in the mid-1960s led to calls for changes in the approachto formative education in American Jesuit high schools: Vatican Council II and its aftermath; the Thirty-First General Congregationof the Society of Jesus and the election of Pedro Arrupe, S.J., as Superior General; the publication of the initial Fichter Report in1966 with its apparently discouraging view of formation in Jesuitschools; the dissolution of the Jesuit Educational Association in thelate 1960s; and the general cultural and political upheaval in theUnited States and in the Western world.

Twenty-five men who were serving in American Jesuit high schoolsin the mid-1960s as administrators and teachers of religiouseducation were interviewed. They gave their recollections of thegoals and the programs of student formation in those schools at thattime. A questionnaire was also sent to the principals in all 44American Jesuit high schools in 1990-91 to gather their views of thesituation in the schools a quarter-century later.

Results of this study indicate that: the Jesuit SecondaryEducation Association, founded in 1970, has been instrumental inpromoting formation efforts in the schools; formational goals are nowmore clearly articulated; producing "persons-for-others" and going"beyond academic excellence" are primary among those goals; communityservice programs are pervasive in the schools; and maintaining thelgnatian identity of the schools, dealing with "conflict betweenacademics and formation," and meeting needs for formation of facultyas well as boards of trustees were named as dominant challenges forthe future.

Forms of Curriculum Inquiry employed in this dissertation: Historical.

(3) Title: A STUDY OF THE IMPACT OF PROFICIENCY-CRIENTED CURRICULUM IMPLEMENTATION ON THE TESTING OF FIRST AND SECOND YEAR SPANISH CLASSES AT THE SECONDARY LEVEL

Author:CARRERA-HANLEY, TERESA ESPERANZA

Degree: PHD pp: 244

Research Problem: Is there a similarity in the day-to-day teaching and testing of Spanish in first and second year classes at the secondary level between teachers who follow a proficiency-oriented curriculum and teachers who follow a traditional curriculum?

This study was designed to investigate the impact of proficiency-oriented curriculum implementation on the day-to-day testing as reported by 134 teachers who taught Spanish during the1990-91 school year.

For this study, proficiency-oriented teachers are those whoreported that their curriculum followed the American Council on theTeaching of Foreign Languages (ACTFL) Guidelines of 1986. Traditionalcurriculum teachers are those who reported that their curriculum didnot.

The study included 42 self-reported proficiency teachers and 92self-reported traditional curriculum teachers. Participants respondedto a questionnaire regarding the percentage of time spent on teachingand testing the four skills--listening, speaking, reading andwriting. Percentages, means, standard deviations and tests ofsignificance--F Tests and t-Tests were run on the raw data. With theexception of the statistically significant differences on theteaching of grammar, the use of aural written activities for thetesting of listening skills and the use of classroom participationfor the testing of speaking skills, no additional significantdifferences were found in the teaching and testing of the fourskills.

Analysis of the data leads to the following conclusions: (1)Participants believed that it was important to follow a communicative curriculum. (2) Participants indicated that the ACTFL Guidelines have had a positive effect on the day-to-day classroom teaching. Bothgroups professed the need to incorporate proficiency items into theirtesting. Both groups are incorporating testing items to evaluatestudents' oral command of Spanish in more communicative settings orreal situations. (3) In an ideal situation, proficiency andtraditional curriculum teachers would de-emphasize the teaching ofgrammar and structures and emphasize communication. (4)Proficiency-oriented and traditional curriculum teachers are becoming more aware of the need to balance their teaching and testingpractices to achieve communicative goals.

Forms of Curriculum Inquiry employed in this dissertation: Scientific research.

(4) Title: A STUDY OF THE PERCEPTIONS OF SUPERINTENDENTS OF SCHOOLSREGARDING THE IMPACT THE MASSACHUSETTS EDUCATIONAL ASSESSMENT PROGRAM HAS ON FOURTH-GRADE READING CURRICULUM DEVELOPMENT.
Author: MARTIN, PATRICIA EILEEN
Degree: Ed.D. pp: 175

Research Problem: This study examined the perceptions which superintendents of schools have regarding the Massachusetts Educational AssessmentProgram's mandated curriculum testing and its impact on fourth gradereading curriculum development in selected Massachusetts schools.

In July 1985, "An Act Improving the Public Schools of the Commonwealth" was signed into law. This Act, Chapter 188 of the Acts of 1985, established a statewide assessment program. The stated purpose of the Massachusetts Educational Assessment Program is to improve curriculum and instruction. To accomplish this purpose, the Board of Education tests all students at three grade levels (grades 4, 8 and 12) in major curriculum areas. One of these curriculum areasis reading, which represents the curriculum thrust of this study.

This descriptive study gathered data through a questionnaire survey instrument developed by the investigator seeking to access the superintendents' perceptions of the effect of the MassachusettsEducational Assessment Program on grade four reading curriculumdevelopment. The data were analyzed and reported on the question,Where local curriculum development in reading occurred is itattributed to the state mandated testing program? To enrich this study, structured interviews were also held with a sampling of thesurveyed superintendents.

The results of the study indicated that actions taken by thelocal school district to improve grade four reading curriculum werenot related to the Massachusetts Educational Assessment Program. Thestudy also indicated that the superintendents of schools identifiedteachers, administrators, and professional conferences as the drivingforces in grade four reading curriculum development. Reasons foridentifying teachers, as explained by the superintendents duringtheir interviews, were that curriculum is teacher directed, andcurriculum and instruction are the domains of the local schooldistrict. It is recommended that, in light of the fact that 100% of thesuperintendents surveyed identified teachers as having the greatestimpact on curriculum development, the state legislators redirecttheir funds allocated for statewide testing to research anddevelopment programs for teachers.

Forms of Curriculum Inquiry employed in this dissertation: Phenomenological/hermeneutic.

(5) Title: A STUDY OF THE EFFECTIVENESS OF A FULL-DAY KINDERGARTEN PROGRAM COMPARED TO A HALF-DAY PROGRAM: A FOURTH YEAR REVIEW.
Author: MCINNIS, CHARLES THOMAS
Degree: DED pp: 119

Research Problem: The Hamwall Public Schools instituted a full-day kindergarten (FDK) program in its eight elementary schools beginningin the 1987-88 school year. Hamwall (community asked that its namenot be published) was an urban center in the metropolitan Bostonarea. The school population was close to five thousand pupils from aculturally and socio-economically diverse community of approximatelyfifty-five thousand residents. The full-day program has been in placefor four years. The purpose of the study was to investigate thelonger term effects of the full-day kindergarten as children passedon to the first, second, third and fourth grades. This study focusedon the effectiveness of the longer school day for kindergartenstudents by gathering and analyzing data on the students' schoolperformance and their academic achievement in the early elementarygrades. The subjects compared were the students from Hamwall's

lasthalf-day kindergarten (HDK) class (n = 319) and those who were in thefirst full-day kindergarten class (n = 250). Data were collected fromthree sources: teachers of grades 1-4 (n = 46); scores on theCalifornia Achievement Test given in grade 2 and retention records;kindergarten teachers (n = 17). Elementary grade teachers completed asurvey consisting of Likert-style items and open-ended responses.Overall, the teachers perceived that children from the FDKdemonstrated stronger school performance. The Hamwall SchoolDepartment provided records of achievement test results andretentions in grade. Achievement scores in the subtests of Reading,Math and the Total Battery were analyzed and compared using anindependent t-test. There was no statistically significant differencein the test scores. It appeared that children from the FDK were lesslikely to be retained in grade. Kindergarten teachers completed adifferent survey consisting of a variety short answer and open-endeditems. Kindergarten teachers expressed a strong perception that theFDK was a more effective program than HDK.

Forms of Curriculum Inquiry employed in this dissertation: Scientific Research.

(6) Title:PART-TIME FACULTY TEACHING IN GRADUATE MANAGEMENT PROGRAMS IN NEW ENGLAND.
Author: PAINCHAUD, STEVEN RICHARD
Degree: Ed.D. pp: 169

Research Problem: This study focuses on the employment of part-time faculty teaching in graduate management programs at institutions in New England. The primary purpose was to add to the knowledge base regarding the employment of part-time faculty in graduate level programs by examining whether the desire to bring professional experience into the classroom was more of a factor when employing part-time faculty than the issue of providing administrators with flexibility when making staffing decisions.

A questionnaire developed by the researcher was the initial instrument used to gather information from the forty-seveninstitutions in the sample population. Data was analyzed using the Statistical Package for the Social Sciences computer application program. Follow-up interviews were also conducted to explore in greater detail questionnaire items and to gain insight into some ofthe trends suggested by the data analysis.

The researcher found that providing flexibility when making staffing decisions was the primary reason for employing part-timefaculty members to teach in graduate management programs. The resultsof the research also showed that differences existed between public and private institutions and between institutions accredited by theAACSB and those not accredited by this association in why part-timefaculty were employed and in how they were selected. Institutional size and the percentage of part-time versus full-time faculty were not found to be factors in the employment and use of part-time faculty members. Further research was recommended: (1) to examine part-time faculty employment at institutions in other regions of the country,(2) to examine faculty employment patterns at institutionsexperiencing growth or decline in student enrollments, (3) to determine the relationship between professional experience in the field and teaching effectiveness, and (4) to find ways to more effectively involve professionals in curriculum development and
as part-time faculty members.

Forms of Curriculum Inquiry employed in this dissertation: Etnographic/naturalistic research.

(7)Title: A STUDY OF STATE BOARDS OF NURSING RULES AND REGULATIONS FOR CONTINUED APPROVAL OF NURSING AND EDUCATIONAL PROGRAMS(CURRICULUM APPROVAL)
Author: PETILLO, JULIETTE D.
Degree: Ph.D. pp: 285

Research Problem: This descriptive study identified state boards of nursing rules and regulations related to continued approval of generic baccalaureate or higher degree programs as compared to diploma and associate degree programs. Curriculum approval requirements were compared to recommendations for essential elements of professionalnursing knowledge identified by the American Association of Colleges of Nursing (1986).

Nurse practice acts and accompanying rules and regulations current in the fall of 1990, in each of the 50 states were examined through content analysis. The ETHNOGRAPH, a computerized program was used to facilitate word count and analysis of findings. The findings revealed a consistent lack of uniformity among state requirements for program approval: the approval criteria did not adequately reflect differences in educational preparation. The results of this study provide evidence of the need for increased cohesiveness in credentialing by state boards of nursing.

Forms of Curriculum Inquiry employed in this dissertation: Deliberative research.

(8) Title: A CASE STUDY OF HOW A PUBLIC HIGH SCHOOL ADDRESSES ITS CULTURALLY DIVERSE STUDENT POPULATION
Author: WYMAN, SARAH LABREC
Degree: Ph. D. pp: 163

Research Problem: The disproportionate failure and drop out rates of students of color, in light of the growth of such students as apercentage of the population, presents a challenge to our educational system. The fact that American public schools are controlled by and reflect the dominant white culture must be considered when examining the relationship between students of color and public education. In order for schools to make public education a positive experience for all--thereby empowering each pupil--culturally diverse student populations must be acknowledged. Education which recognizes and responds to the various needs of culturally diverse students is multicultural education.

A variety of means exist through which a school may opt to respond to its culturally diverse students. This case study examines one public high school's response to its multicultural student population by analyzing the school's curriculum, instruction, school policies, staffing and special efforts on behalf of non-Anglostudents. The field work for this study took place during the 1992-93 school year. Data and methodological triangulation were utilized.

The high school's overall response to its multicultural student body is piecemeal and limited. Relatively few of the multitude of options potentially employed by high schools with culturally diversestudent populations are utilized. The school's lack of effort onbehalf of Mexican American and Native American students in the areasof curriculum, instruction, staffing, school policies and special encouragement, juxtaposed with the disproportionate failure of these students, in light of research literature, indicates a need for change. The purpose of this case study was to determine how the practices and policies of a public high school affect the educational experiences of its non-Anglo students. It is hoped that this study adds to educational research by building a holistic framework through which a school's efforts on behalf of its multicultural student population may be examined.

Forms of Curriculum Inquiry employed in this dissertation: Evaluative/normative research.

(9)Title: FACTORS USED TO DETERMINE THE AMOUNT OF SPECIAL EDUCATION SERVICE RECOMMENDED FOR MILD TO MODERATELY DISABLED STUDENTS IN A NON-CATEGORICAL STATE.
Author: GENEST, SUZANNE DREYER
Degree: Ph. D. pp: 204
Advisor: PECK, ALEC F.

Data were collected from 15 educational diagnosticians who are responsible for the educational assessment of elementary age students as part of Massachusetts' special education law, Chapter 766. An unstructured schedule interview was conducted with each diagnostician. The two major sections of the interview consisted of:(1) a demographic survey of the educational diagnostician's characteristics, and (2) an open-ended but focused set of questions concerning the sources of information and factors used in determining the specific amount of special education services for a child with special needs. A qualitative analysis indicated that the top three factors used in determining the amount of special education services for a school age child with special needs were: student's performance in the regular education classroom, the educational diagnostician's testing, and the regular classroom curriculum. Other factors identified included factors based on subjective information sources such as the regular education teacher's characteristics, advocate input, parent input, and classroom teacher's input.

The results of this study support the notion that the judgment of the educational diagnostician plays an important role in determining the amount of special education services for a student with special needs. The choice of factors used in determining the amount of services is influenced by what the diagnostician thinks is a priority. The priority may be based on external influences, such as the quality of the relationship between regular and special education staff when servicing students with special needs and the presence and support of an inclusion model within the schools. Recommendations for educational practices highlight the need for the provision of more inservice training for regular and special education staff.

Forms of Curriculum Inquiry employed in this dissertation: Ethnographic/naturalistic research.

(10) Title: TEACHERS' EXPECTATIONS AND THE REFERRAL OF STUDENTS FOR SPECIAL EDUCATION SERVICES
Author: WHITE, ANN M. BERNARD
Degree: D.Ed. pp.: 150

Research Problem: This study examined the relationship between teachers' expectations and referrals of students for special education services. It followed a quasi-experimental design. Teachers in the treatment group volunteered to participate in Project S.T.I.L.E.(Student-Teacher Interaction Learning Environment), an expectancy treatment program that includes a peer coaching model designed to change teacher-student interaction patterns in the classroom. Teachers in the comparison group were selected by a stratified random sampling procedure.

Data were collected from teacher-initiated referrals for the year prior to and following the implementation of Project S.T.I.L.E. The number of referrals made by the treatment group was compared for both years using a t-test for paired data. The number of referrals made by the comparison group were similarly compared. Qualitative data were obtained by administration of pre- and post-questionnaires. The results were charted and interpreted in terms of changes in teachers' perceptions and attitude.

A significant decrease (p $>$.05) in the number of teacher referrals to special education was found in the treatment group. For the same two years, a significant increase (p $>$.05) in the number of referrals to special education was found in the comparison group. Qualitative data indicated that following participation in Project S.T.I.L.E., the treatment group perceived student behavior in more descriptive, less subjective and negative manner than the comparison group. Further analysis of this data demonstrated that post-S.T.I.L.E. treatment teachers were able to generate more mediational strategies than comparison group teachers providing treatment teachers more resources to maximize positive expectations.

Forms of Curriculum Inquiry employed in this dissertation: Scientific research.

(11) Title: A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' LEARNING STYLE PREFERENCES AND THEIR USE OF THE MICROCOMPUTER AT HOME AND AT SCHOOL IN MEDFIELD, MASSACHUSETTS.
Author: WHITE, ROBERT HOWARD
Degree: DED pp.: 154

Research Problem: In 1983, several national reports focusing on computer education in the United States (National Science Board Commission on Precollege Education in Mathematics, Science, and Technology and the National Commission on Excellence in Education) influenced
school systems to allocate a portion of their budget for computer education. Recent surveys, however, have found that computers have had a limited impact on children's learning in school (Becker, 1989; Cuban, 1990; Solitis, 1989).
This study explored the strength of the relationship between teachers' learning-style preferences and their use of microcomputers at home and in the classroom. Teachers' computer competency was measured by a Computer-Use Survey. Four levels of use--experienced, intermediate, novice, and non-user--were correlated with teachers' learning-style preferences, determined by administration of the Productivity Environmental Preference Survey (PEPS) (Price, Dunn, and Dunn, 1979). The background variables involving home use, grade level taught, age, gender, computer training, and educational degree level we reevaluated as part of the exploration of the relationship between computer competency and learning-style preference. Also, teacher attitudes about the computer's impact on teaching was evaluated. Two questionnaires measured all variables. A Computer-Use Survey was administered as well as the Productivity Environmental Preference Survey (an instrument that measures adult learning-style preferences)to all teachers of Kindergarten-Grade Eight in the schools of Medfield, Massachusetts. Major findings of the study indicated that a relationship exists between experienced computer users and their preferences for visual and tactile learning styles, teachers in their twenties were more likely to use the computer in their classrooms than any other age group, and the more computer training teachers received the more they perceived that the computer had a positive impact on their teaching. The results of this study should be important and useful to curriculum developers, administrators, and teachers involved with integrating computer technology in the schools.
Form of Curriculum Inquiry employed in this dissertation: scientific

(12) Title: LEARNING TO RULE: ELITE EDUCATION, ADOLESCENCE, AND THE DEVELOPMENT OF ENTITLEMENT
Author: DIAMONTI, MICHAEL CHARLES
Degree: Ph. D. pp.: 257

Research Problem: The purpose of this investigation was to inquire into what teenagers from privileged families experience when they attend an elite boarding school. This dissertation used a participant-observation format to study the day-to-day life of students. There were three main reasons for conducting such a study:(1) The literature revealed that very little was known about the impact of high socioeconomic status upon adolescent; (2) the field studies of Robert Coles established that the inner lives of wealthy children were quite different than that of other children, raising the question of how these differences manifested themselves in adolescence; (3) personal accounts of the attachment to their school felt by graduates of elite boarding schools suggested that this type of education had a profound effect. The findings of this study revealed that the boarding school experience has a strong effect upon certain of the developmental tasks of adolescence. The findings describe an educational experience that is successful because it assists students in completing the development of competence and the development of connectedness. The successful mastery of these tasks in a boarding school setting contributed, in different ways, to the over-arching goal of developing

a sense of confidence and self-esteem. Finally, it was suggested that certain aspects of how boarding schools approach education could also be applied to public education with good effect.

Forms of Curriculum Inquiry employed in this dissertation: Ethnographic/naturalistic research.

(13) Title: IDENTIFYING EFFECTIVE LEADERSHIP QUALITIES OF SCHOOL ADMINISTRATORS (MASSACHUSETTS)
Author: TATERONIS, ELAINE G.
Degree: D. Ed. pp.: 115

Research Problem: The purpose of this study was to investigate and identify leadership qualities as perceived by school principals in the state of Massachusetts. This descriptive research project invited four hundred randomly selected Massachusetts elementary and secondary principals to take part in the voluntary study on leadership. Leadership is at the forefront of much of the restructuring literature. There has long been concern that the "factory model" role, man as machine, for administrators is currently being used as a guideline and criterion of effective leadership in education today(Hoy & Miskel, 1987). Recent educational reports have pointed to a need for change to a more visionary strategic model. This study sought to determine if the practitioners in the field are in agreement with the standards that have been implied in the rash of national reports and literature.

Research questions were: (1) Are there differences between ideal leadership qualities (as identified in current reform literature of the last ten years) and real leadership qualities as perceived by practitioners? (2) Are there differences among the groups of practitioners in their rankings of their perceptions of leadership qualities?

The perceptions of Massachusetts principals and superintendents leadership attitudes and behavior were measured by a four category questionnaire developed by the researcher and suggested by the literature and recent reports and tested by a jury. Each of the four categories: ethical, motivational, managerial and visionary, had ten subscale questions. A Likert Scale and rank ordering were used in the data analysis to measure subjects' responses. The Chi-square test for two or more independent variables was used to determine if observations were significantly different from what might have been expected by chance. The necessary F-tests and Multivariate Tests of Analysis (MANOVA) were performed to determine the researcher's decision in rejecting the null hypotheses. The major hypotheses for this investigation were: (Ho 1) There is no significant difference between ideal leadership qualities (as identified in current reform literature of the last ten years) and real leadership qualities as perceived by practitioners. (Ho 2) There is no significant difference among the groups of practitioners in their ranking of perceptions of leadership qualities. These hypotheses were tested at the .05 level of significance.

Forms of Curriculum Inquiry employed in this dissertation: Scientific.

(14) Title: A STUDY OF A HOMEWORK PROGRAM DESIGNED TO EFFECT STUDENT ACHIEVEMENT IN HIGH SCHOOL CHEMISTRY
Author: BURWOOD, ROBERT H.
Degree: Ph.D. pp.: 278
Advisor: HANEY, WALTER

Research Problem: This study investigated the effects of a computer-based method for method for generating homework assignments on the performance of students in high school chemistry and the relative degree of difficulty administering this practice. Using matched-pairs, sixty-five students were randomly assigned to control and treatment groups. The

subjects in the treatment group received assignments which were generated in a random manner on a computer. The subject matter of these assignments was the same, but the specific content differed for each treatment group subject. Every member of the control group received identical assignments.

Care was taken to ensure that all subjects received the same level of instruction. All subjects were exposed to the same teacher, demonstrations, laboratory experiments, class activities, text, quizzes, tests, and assignments which were not treated in the study.

Student performance was measured by a posttest, periodic quizzes, homework scores, and mid-year grade. Seven quizzes and eighteen assignments were evaluated during the two terms that the study took place. The data which were collected were analyzed for significance at the .05 level using analysis of covariance and t-tests. To determine the degree of difficulty of administering the computer-based assignment practice, the times required to correct assignments for the treatment group were compared to the times required to correct assignments for the control group. Also, periodically, two scorers graded sets of assignments to check for scorer bias.

Based on the findings of this study, the researcher concluded that students who complete random problem selection homework perform significantly better on quizzes and tests which have content directly correlated to the content of the assignments than do students who complete identical assignments. Also, there is no significant difference between the time required to administer random problem selection homework and the time required to administer traditional homework. Finally, there is no significant difference between the homework scores or term grades of students who complete the random selection homework and students who complete traditional assignments.

Forms of Curriculum Inquiry employed in this dissertation: Evaluation/normative and scientific.

(15) Title: SUPERINTENDENTS' PERCEPTIONS OF ELEMENTARY PRINCIPALS AND LEAD TEACHERS AS SCHOOL LEADERS

Author: MARTIN, CHARLES E., JR.

Degree: Ed.D pp.: 156

Research Problems: This research analyzed the perceptions of superintendents of schools in Massachusetts relative to the elementary principal and lead teachers as school leaders. Specific attention was focused upon five (5) leadership characteristics identified in the school leadership research and related literature. The five leadership characteristics are: decision maker, change agent, facilitator, supervisor/evaluator and curriculum developer.

The data base reflected in this research study was obtained from the researcher's survey instrument. Survey questionnaires were mailed to the population of superintendents (247) in the seven kind of communities (KOC), as defined by the State Department of Education in Massachusetts. Each superintendent was requested to rate forty (40)leadership questions for either the elementary principal, the lead teachers or neutral. (A five (5) point Likert type scale was used to record responses.) Data from one hundred thirty-six (136), or fifty-five percent (55.1%), of the population was provided and a statistical analysis on these data was conducted.

An alpha level of .01 to test statistical significance was used by the researcher. An ANOVA and a Z test were computed to determine associations and/or significance for any differences that existed among superintendents' perceptions regarding the five leadership characteristics and identified independent variables. Analysis on the data for all superintendents, i.e., as a group, indicated that there was significant difference in how the elementary principal and lead teachers were perceived. There were no significant differences among the independent variables and superintendents' perception of leadership characteristics.

Forms of Curriculum Inquiry employed in this dissertation: Phenomenological/hermeneutic, scientific research.

(16)Title: THE DECISION-MAKING PROCESS: A CASE STUDY OF ASSUMPTION COLLEGE (MASSACHUSETTS)
Author: DWYER, ROBERT PAUL
Degree: Ph.D. pp.: 146

Research Problem: In 1976, Assumption College in Worcester, Massachusetts, along with institutions of higher education across the nation, faced an unsteady future. Predictions of decline in student body and financial stability were abundant. Decisions needed to be made in order to maintain Assumption's viability, and to insure its potential for growth. The ability to remain competitive was essential. The Administration at Assumption College would respond to these needs by seeking to implement a business studies component within their liberal arts curriculum.

The purpose of this dissertation is to identify the decision making process used at Assumption College, with the expectation that certain lessons may be learned and used in future situations. A case study approach is used in order to present the process contextually. Archival research and eight structured interviews gathered information that built the case. This information was then compared with the works of Keller, Cope, Millett, and Hardy. This comparison revealed that the College used an eclectic, "seat-of-the-pants" approach to make its decisions. Initiated by the administration, this process would attempt to bring together the various elements of the college community, and at the same time try to maintain a familial, indeed informal, administrative style reflecting the institutional saga of its founders. Various aspects of decision making models were utilized in the process, though no one model was predominant. The implications from the study are varied, sighting the need for educational institutions to develop a deliberate strategic process. The deliberate strategy allows for planned growth and managed expansion, as well as the optimization of institutional resources. It encourages the institution to be pro-active rather than reactive.

Forms of Curriculum Inquiry employed in this dissertation: deliberative

(17) Title: THE SOCIAL AND PSYCHOLOGICAL CHARACTERISTICS OF STUDENT ATHLETES
Author: STAUB, DIANE ELIZABETH
Degree: Ph.D.. D. pp.: 124

Research Problem: The purpose of this study was to determine whether there were significant differences between underclass and upper class athletes as measured by the California Psychological Inventory (CPI).Six hypotheses were tested which investigated the differences between mean scores of subjects on twenty scales of the California Psychological Inventory, four Class Scales of the CPI and three Vector Scale scores of the CPI. Tests for significance were also applied to reported demographic data, comparing the profiles of white and non-white student athletes on the twenty scales of the CPI;non-participant and participant athletes in university activities other than sports; participant athletes in one sport activity other than football; participant athletes in two or more sport activities other than football; hours spent per week involving university activities; and hours spent per week involving sports activities.

The sample for the study consisted of two groups of subjects, fifty-eight underclass and thirty-seven upperclassmen participating in Division 1-A football at a four-year, private, religiously-affiliated college in New England. The subjects were young adult males between the ages of seventeen and twenty-three. The data analysis performed revealed that the social and psychological characteristics of student athletes, as measured by California Psychological Inventory and demographic profiles, were significantly different in the two groups of subjects in this study. It was shown that some of the California Psychological Inventory Scales are more effective than others in demonstrating these differences. Since the purpose of this study

was to demonstrate that there are statistically significant differences between underclass and upper class athletes, the existence of these differences places responsibility upon the university system and the professionals working with these students to provide support and encouragement for them throughout their student development years and beyond.
Forms of Curriculum Inquiry employed in this dissertation: Scientific research.

(18) Title:THE ORIGIN OF CENSORSHIP AND ITS EFFECT ON READING TEXTBOOKS IN AMERICAN PUBLIC SCHOOLS: AN HISTORICAL PERSPECTIVE (GREECE, CHRISTIANITY)

Author: WOODBURY, FLATA JEANETTE
Degree: Ph.D. pp.: 141
Advisor: SAVAGE, JOHN

Research Problem: Censorship has been applied to reading textbooks in America since the settlement of the Massachusetts Bay Colony, and it its in the area of textbook selection that a great deal of controversy in recent years has erupted. With the growth of big business, state textbook adoption policies, and the escalating fears of contemporary America, intervention in selecting reading textbooks has become an obsession to many parents and special interest groups. Given the range of opinions representative of American thinking, conflict has often resulted.
There exists in the United States a cycle of censorship which reflects the thinking of federal and state government, church and secular groups, and individuals. Although always an effort to curtail freedom of thought and opinion in the name of some orthodoxy, the negative and positive influences from censorship are generated from the values of the society which employs it. Views toward censoring expressed by American society in the twentieth century have been strongly influenced by those of Ancient Greece and Christianity, including doctrine from the Roman Catholic Church as well as Protestantism.
The positive or negative impact of censoring requires the asking of such questions as (1) Does censoring reflect a return to traditional values? and (2) Were the prevailing goals of society improved or strengthened by censorship? Passage of time and a global view of current events are necessary to fully assess the impact of censorship. To gain understanding of the use and influence of censorship within American society, three periods have been selected: (1)450-350 BC., the classical age in Athens, with its practices of freedom of expression and censorship of Socrates, (2) 1607-1791, the introduction and spread of Christianity and the establishment of New England in response to religious persecution; (3) 1965-2000, the diffusion of fear within contemporary American society and the use of censorship in response to this fear.
Forms of Curriculum Inquiry employed in this dissertation: Philosophical, Historical research.

(19) Title: RAISING THE TEACHER'S VOICE: PEDAGOGICAL KNOWLEDGE FOR EDUCATING IN FAITH (RELIGIOUS EDUCATION)

Author: LIDDY, SALLY ANNE
Degree: Ph.D. pp.: 316

Research Problem: This study attempts to 'raise the voices' of three religious education practitioners, exploring the character of their pedagogical content knowledge, the subject-specific knowledge of how to represent a subject for teaching. The purpose of this study is to broaden the knowledge base for teaching in religious education and the content of teacher education courses.
This study uses a qualitative research methodology to build case studies from data gathered in six interviews, numerous classroom observations and document analysis.

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Analysis of the data points to the distinctiveness of the practitioner as a source of rich descriptions about the complex act of teaching religion. It also suggests the usefulness of an interview/observation process as a source of knowledge about teaching and as helpful to the practitioner in making tacit and implicit knowledge more explicit.

This study illustrates the personal nature of religion teaching, the formative power of biography and the influence of "apprenticeship of experience" on teachers' pedagogical content knowledge. Religious and educational beliefs and values influence an orientation to the nature, purpose and process for teaching religion. It also illustrates the importance of a supportive environment for the work of religion teaching. The aspect of pedagogical content knowledge that seems to exercise each teacher most is a knowledge of effective teaching strategies. Not so much finding effective activities, explanation sand examples for teaching religion, but rather how to create 'a place of shared meaning' where both teacher and student can 'stand' so that the faith of each can be in dialogue.

This study suggests additions to the curriculum for the formation of religion teachers. Teachers need help in examining the experiences they bring to teaching and in making the knowledge they hold in their religious and educational beliefs and values explicit. Teachers also need help in understanding how to foster relationships in order to create an environment which allows the personal faith sharing at the heart of religious education to take place.

Forms of curriculum Inquiry employed in this dissertation: philosophical.

(20) Title: TEACHERS' USE AND OPINIONS OF TEXTBOOK-SUPPLIED TESTS IN MATHEMATICS
Author: KREITZER, AMELIA EDITH
Degree: Ph.D. pp.: 168
Advisor: MADAUS, GEORGE F.

Research Problem: This study investigated teachers' use and opinions of mathematics textbook-supplied tests (TSTs), i.e., sets of items explicitly identified as tests and available as part of a textbook package. The study examined TSTs in two ways. Part 1 of the study focused chiefly on teachers' use of TSTs, drawing upon teacher self-report data that were collected through interviews and a brief follow-up survey. In Part 2, teachers rated specific features of textbook-supplied tests.

Forty-one teachers at three grade levels (2,5, and 7) who used TSTs were interviewed. These teachers reported using TSTs for two major purposes, the same purposes to which they also put their own teacher-constructed tests: determining grades and determining level of student mastery. Teachers indicated that TSTs also influence a wide variety of instructional decisions and student behaviors. Interviewees appreciated the ready availability of the tests as well as their close match to the textbook. While most teachers suggested improvements to the tests, teachers did not in general echo the kinds of criticisms made of mathematics tests by mathematics education reformers.

In Part 2, three teachers at each of three grade levels (2, 5, and 7) rated items and tests from seven widely used textbook series. Teachers considered each item in light of: the level of thinking skill tapped; the relationship between student knowledge and likelihood of success on the item; the similarity between the item and the textbook's exercises; and the overall item quality. Teachers also rated each test as a whole for such characteristics as developmental appropriateness and visual clarity; in addition, teachers rated their confidence in using the test for various instructional decisions. Consistent with criticisms made by mathematics education reformers, the great majority of items were characterized as tapping only low level skills, such as computation. Nonetheless, items and tests were generally found to be well-written with regard to the characteristics rated. Raters also reported confidence in using most of the tests.

Forms of Curriculum Inquiry employed in this dissertation: Scientific

(21) Title: ASSESSMENT OF NUTRITION KNOWLEDGE, ATTITUDES, AND BEHAVIORS OF TENTH-GRADE STUDENTS IN MASSACHUSETTS PUBLIC HIGH SCHOOLS (NUTRITION EDUCATION)
Author: PLUMMER, PATRICIA FORD
Degree: Ph.D... pp.: 218

Research Problem: The primary objective of this study was to identify the nutrition knowledge, attitudes, and behaviors of Massachusetts 10th grade students and to examine responses for differences based on gender, community type, and whether the respondents reported learning nutrition in school. The secondary objective was to compare responses of Massachusetts 10th graders to those of 10th graders from the National Adolescent Student Health Survey (NASHS). Forty-four items from the NASHS were replicated on the 65-item survey instrument for the current study.

The purpose of the study was to provide information for use in planning nutrition education programs and improving school food programs. The sample (1482) was drawn from the total population of 10th grade students in Massachusetts public schools using a proportional stratified design clustered by classroom. The results are of particular interest to the Nutrition Education and Training Program and to health educators and health care personnel who provide nutrition education in non-school settings.

There were four overall findings. First, Massachusetts students, especially those in urban communities, have a limited nutrition knowledge. Second, all Massachusetts students, regardless of gender or community type, show a positive attitude toward the importance of nutrition to health. Third, regarding eating behaviors; more than half of students skip breakfast frequently; females have an especially low participation in school lunch programs; and although teenagers diet frequently, most follow low risk dieting practices. Fourth, over the past decade, there has been a dramatic shift in responsibility for teaching nutrition from the home economics classroom to the health education classroom.

Four overall recommendations were made. First, nutrition education programs should be geared toward issues of diet and health, consistent with the Dietary Guidelines for Americans. Second, the diet and health curriculum should emphasize practical application including selection of food in restaurants, safe dieting practices, and exercise. Third, school food services should provide menus that meet the Dietary Guidelines for Americans and programs that are consistent with the curriculum on diet and health. Fourth, participation in federally funded and non-funded school breakfast programs should be increased and participation by females in school lunch programs should be increased by providing menus consistent with safe dieting practices.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic/naturalistic.

(22) Title: A DEMOGRAPHIC AND EXPERIENTIAL PROFILE OF COMMUNICATION APPREHENSIVE STUDENT TEACHERS AND THE USE OF RHETORITHERAPY
Author: CARRISH, SHARON A.
Degree: Ph.D. pp.: 330
Advisor: CULLEY, KILBURN

Research Problem: This study was designed to provide empirical data for teacher educators concerned with assisting preservice teachers in developing communication confidence. The purpose was twofold: first, to identify any statistically significant demographic and/or experiential variables which predict the full practicum student teacher most likely to suffer from high communication apprehension. The second purpose was to determine whether a series of seminars, employing Rhetoritherapy, would aid in reducing communication apprehension for those student teachers and improve their level of communication comfort in the classroom.

The sample for this study consisted of 16 high communication apprehensives and 15 low communication apprehensives who were identified from a sample population of 83 subjects at a highly selective and competitive private institution. The high communication apprehensives (HCA) were further sub-divided into treatment and control groups. The Personal Report of Communication Apprehension(PRCA-24) was administered as a pre-posttest measure. In addition, college supervisors rated their respective HCA student teachers using a modified version of the Blackman Rating Scale at midterm/final observation visits. Independent sample t-tests, chi square tests of independence, a discriminate function analysis and a MANOVA were computed where applicable. A supplementary case study was completed for each treatment participant.

Results revealed that experiential factors such as comfort levels carried over from high school and college, as well as self-perceptions regarding the amount of presentation experiences provided in educational method courses, were important considerations for teacher educators. Analysis of demographic variables indicated insignificant findings.

Upon completion of seven seminars employing Rhetoritherapy, subjects in the treatment group demonstrated a significant decrease in all mean scores with the exception of the dyad. By the posttest, individuals in the HCA treatment group were classified as "normal" apprehensives. Control group means also decreased but to insignificant levels. Low apprehensives had increased their overall level of anxiety by the end of the practicum. College supervisor ratings, between midterm and final observation visits, were inconclusive.

Forms of Curriculum Inquiry employed in this dissertation: Phenomenological/hermeneutic.

(23)Title: EDUCATION REFORM AND EXPANSION IN POST-INDEPENDENCE NIGERIA: A NATION IN TRANSITION, 1960-1993
Author: OKEKE, LEO CHUKA
School: BOSTON COLLEGE
Degree: Ph.D. pp.: 262

Research Problem: This investigation tells the story of the educational reform and expansion programs that Nigeria embarked on since its independence in 1960. The reform and expansion effort, documented in this study, has shown that the history of education in post-independence Nigeria is as volatile as the country's political and economic history. The diversity of the country's ethnic groups and the culture has contributed to the interesting post-independence history of its educational reform and expansion. The study also presents the story of the educational expansion juxtaposed with Nigeria's transition from the British system of education and government to the presidential system of government and the American-oriented educational system. The new educational system, popularly known as the 6-3-3-4 system, is considered revolutionary for Nigeria because it is a drastic move away from the so-called traditional system both in the curriculum scope and its new approach to how knowledge is tested. The curricular set-up of the new system is expected to make secondary education both terminal and meaningful transition into tertiary education.

Information was gathered mainly from the federal government archives in Lagos, the various state headquarters, libraries, and bookstores in Nigeria. Various university libraries (Boston University, Boston College, Harvard University, Tufts University, and University of Massachusetts) in the United States of America were also helpful sources of information for the study.

Although Nigeria is currently under the stranglehold of economic disaster and Domestic Primitive Accumulation (DPA), its post-independence reform and expansion effort at all levels of schooling has been phenomenal. This investigation pioneers an attempt to document a chronologically- and thematically-arranged story of that post-independence reform and expansion effort in education.

Forms of Curriculum Inquiry employed in this Dissertation:

2. CORNELL UNIVERSITY
Independent coed university

Founded by Ezra Cornell in 1865, Cornell University is both the land-grant institution of the state of New York and a privately endowed university. Cornell University is a major teaching and research institution with an international reputation. The university comprises nine privately endowed and four state-supported schools and colleges, as well as other twenty interdisciplinary research centers.

Cornell is located in Ithaca, a city of about thirty thousand in the Finger Lakes region of New York state, a beautiful area of rolling hills, deep valleys, scenic gorges, and clear lakes. The University's 745-acre campus is bounded on two sides by gorges and waterfalls. Open countryside, state parks, and year-round opportunities for outdoor recreation, including excellent sailing, swimming, skiing, hiking, and other activities, are only minutes away. Ithaca is one hour by plane and five hours by car from New York City, and other major metropolitan areas are easily accessible. Commercial flights connect Ithaca with New York City, Boston, Chicago, Pittsburgh, Washington, D.C., and other cities.

The ideal of freedom with responsibility distinguishes the graduate program at Cornell. This unique educational philosophy encourages the student to take an active role in developing a program of study suited to his or her interests and talents. The Graduate School is organized into eighty-nine major fields of study, of subject areas. Fields are independent of traditional college or department divisions, so they may draw together faculty from several colleges, departments, and related disciplines in accordance with secondary interests.

The Graduate School: Unique Features:

1. Enrollment: 18,521 graduate, professional and undergraduate students. 5,660 full time matriculated graduate/professional students (2,172 women); 0 part time.

2. Faculty and Students Groups: Graduate faculty: 1,541 full-time (263 women), 53 part-time (19 women); include 140 minority (41 African-Americans, 79 Asian-Americans, 16 Hispanics, 4 Native Americans). Graduate matriculated students: 4,452 full-time (1,695 women), O part-time; includes 413 minority (120 African-Americans, 188 Asian-Americans, 88 Hispanics, 17 Native Americans) 1,614 internationals.

3. Tuition: $ 18,170 per year. Fees of $32 per year.

4. Programs: The Graduate School of Cornell University consists of eighty-nine fields of study. The Schools are: Law, Management, Agriculture and Life Sciences (includes Education), Biological Sciences, Architecture, Art and Planning, Arts and Sciences.

5. Degrees Offered: Master of Arts or Master of Science Degree; Doctor of Philosophy Degree (Ph.D.) and Professional Degrees (Master's and Doctorates in different disciplines or fields).

6. Requirements for Admissions: Although a student is admitted into a specific field of study and selects a major subject from that field, he or she frequently draws minor subjects from related fields. Thus the student at Cornell interacts with faculty from a wide range of scholarship in his or her area of interest. Graduate admissions requirements include: a Bachelor's degree from a recognized University or College, outstanding grades and 3 academic recommendations. Most fields require scores from the GRE General Test; many fields also require scores from the appropriate GRE Subject Test and the GMAT.

Applicants whose native language is not English must provide proof of competence in English (TOEFL score of 550 or having 2 years of college-level study in, or a college degree from, a country where the native language is English). Some fields of study give a qualifying examination early in the program to determine the student's fitness for advanced study and to help the Special Committee plan a program of study.

Graduate faculty Representative:
Dr. William E. Drake
106 Kennedy Hall
Cornell University
Ithaca, New York, 14853-4203

7. Requirements for Graduation: To earn a Master of Arts (M.A) or Science (M.Sc.) Degree, the student must pursue original research. The student writes a thesis (or special project or professional-degree candidates) that stands as a permanent record of this research. Study of a Master's degree require a minimum of two residence units or one year. A final examination is required for an M.A or M.Sc. Degree. Doctoral students make up the majority of Cornell's Graduate School student body; almost three-quarters of the Graduate School students are in the Ph.D. program or in a combined Master's and Ph.D program. The Ph.D student conducts original research that will have lasting value and writes a dissertation recording that work. Study for the Ph.D. degree requires a minimum of six residence units, or three years. The Graduate School requires two examinations for the doctoral degree. A comprehensive admission to candidacy examination may be taken after a student has earned at least two units of residence credit, and a final examination is given after completion of the doctoral dissertation. The Special Committee conducts the examination required for the degree. At the discretion of the Committee the examination must be oral or written or both. Some fields require proficiency in one or two languages. in addition, any Special Committee may, at its discretion, require knowledge of foreign languages beyond the minimum requirements of the field. Some fields require a certain number of semesters of teaching. Each candidate for the Ph.D. degree is required to submit a Dissertation or Doctoral Thesis.

8. Doctoral degrees awarded: 1070 doctorates (Jan. 1993 to June 1994).

9. Student services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, and counseling/support services for international students. Graduate Housing: apartments available to single and married students (392 units). The cost of living in Ithaca is lower than in most major urban center. For the 1993-94 academic year, expenses (books, room and board, personal expenses, and medical insurance) for a single graduate student are estimated between $8,000 and $ 12,000, not including tuition, travel, and summer expenses.

10. Financial aid: Almost all doctoral candidates, and approximately 79 per cent of all Cornell's graduate students, receive financial aid through fellowships and teaching or research assistantships. Summer support and loans are also available.

11. Research facilities: Cornell's nineteen libraries contain over 5 million volumes (5,617,563), more than 60,000 current periodical subscriptions (61,893) and 5,833,564 microforms, as well as house manuscripts, rare books, and special collections. More than 120,000 new volumes are acquired each year. A total of 500 computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Computing at Cornell is an integral part of every discipline. Public terminals, microcomputer facilities, a software library, consulting services, and educational programs are available to all students.

Graduate School of Education and Graduate Program in Curriculum Studies: Unique Features.

1. Enrollment: non-available information.

2. Name of the Unit: Graduate Fields of Agriculture and Life Sciences, Field of Education

3. Head or Graduate Faculty Representative: Dr. William E. Drake Address: 106 Kennedy Hall, Cornell University, Ithaca, NY. 14853-4203.

4. Program(s) offered: The graduate programs offered in Education are: the M.S., Ph.D., M.P.S (Master of Professional Studies in Agriculture) and the M.A.T. (Master of Arts in Teaching). The areas of concentration in Education are: Agricultural, extension, and adult education; curriculum and instruction; educational psychology and measurement; educational research methodology; and philosophical and social foundations of education: educational administration. Curriculum and Instruction is one of the areas of concentration in Education (M.PS, MS, Ph.D.).

5. Requirements: Entrance: for doctorate, GRE general test or MAT. Graduation: integral to developing and individualized program of study is the freedom the student has to draw on faculty members and course offerings from across the university. The graduate program is both interdisciplinary and cross-disciplinary.

6. Doctoral degrees awarded: 15 doctorates in Curriculum, 30 CASs awarded (1993-94).

7. Primary Goals of the Graduate Program in Curriculum and Instruction: The field of education reflects a dual concern for theoretical and professional knowledge. Areas of applied study include public and private schools, colleges, universities, state and federal agencies, and corporate enterprises in the private sector. Students are encouraged to take a wide distribution of course work, explore a variety of viewpoints, and utilize resources and facilities to ensure maximum professional growth. The area of concentration in Curriculum and Instruction emphasizes identification of philosophical, psychological, and sociopolitical assumptions underlying curricular and instructional decisions; analysis of curriculum documents; principles of curriculum design, and general attention to how the educational enterprise works, i.e., interactions among aspects of curriculum, staff development, organization, and community relations.

8. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized because (l) the research facilities, laboratories, and programs available to graduate students span all major disciplines: it provide an abundance of opportunities for graduate study and research; (2)the excellent academic-intellectual environment: the tradition of academic excellence, the cultural vigor of a distinguished university, and the magnificent setting create a stimulating environment for graduate study; (c) Faculty and graduate students draw together from several colleges, departments, and related disciplines in accordance with scholarly interests. The students act independently in selecting a course of study and in satisfying the requirements for a graduate degree.

9. Graduate Program in Curriculum is among the leading Programs in the United States because of: (1) reputation of faculty (Cornell's outstanding faculty includes Nobel laureates, members of the National Academy of Sciences and Pulitzer Prize recipients); (2) graduate students (with a total student population on the Ithaca campus of more than eighteen thousand, provides excellent opportunities for participation in an enjoyment of art, athletics, cinema, music, and theater); (3) research (Cornell offers an impressive range of

academic resources and research facilities to its graduate students; its library system is one of the largest academic research libraries in the country); (4) environment (the cultural and intellectual life of the university community is stimulating and varied. Its concerts series and art exhibitions feature artists of an international stature; a new theater arts center enhances offerings in theater and dance); (5) curriculum and instructional characteristics: the ideal of freedom with responsibility distinguishes this graduate program at Cornell.

10. Faculty Research: 32 full time professors, 0 part-time. Faculty contacted: Dr. George Posner, holds a D.Ed. specialty in curriculum studies and science education; works at the Department of Education, Program of Curriculum and Instruction. He has done research reports and publications of various types: 1 to 5 on philosophical, historical and evaluative-normative research; 6 to 10 on scientific, theoretical, integrative-review-synthesis forms of curriculum inquiry. Problems or questions he is researching at present time: authentic assessment and curriculum change. This author prefers to prepare his graduate students as curriculum researchers by putting them in an overview course on different types of research methods and by asking students to enroll in a research methods course that includes students from many different programs.

Graduate Curriculum Research: Unique Features:

1. Research courses dealing with Forms of Curriculum Inquiry:
The courses dealing with research methodology at Cornell Graduate Program in Curriculum and Instruction are focused on design, analysis, and interpretation of investigations about educational phenomena. Basic concepts considered as statistics, measurement, theory of value, evaluation, interpretive and qualitative research methodology, participatory and mixed-method inquiry designs, and philosophy of science. Research courses available to students in the Program of Curriculum Studies: research design, research methodology, survey research, philosophical, evaluative-normative (i.e., EDUC 650 Methods of Educational Inquiry (includes experimental-scientific, philosophical, historical and survey approaches to inquiry); EDU 651 Writing a Thesis Proposal (includes Integrative/Review/Synthesis and Action Research); EDU 659 Special Topics in research Methods (diverse forms of curriculum inquiry with emphasis in Scientific and Evaluative/Normative research); EDU 690 Research Seminar, EDU 800 Master's level Thesis research, EDU 900 Doctoral level thesis research (diverse forms of curriculum inquiry according to the students' needs and priorities).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) The field of education offers the educational research methodology as an area of concentration which includes an interlinked sequence of research methodology courses in quantitative and qualitative methods of research, (2) put students in an overview course on different types of research methods and (3) encourage the students to enroll in research methods courses that include students from many different programs (students prepare for careers as research scholars and for leadership positions in public schools, continuing education enterprises, government agencies, colleges and research universities and other educational systems in the United States and abroad.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Cornell University, January 1993-June, 1994

(1) Title: ADJUNCT FACULTY, INNOVATION, AND THE WRITING CURRICULUM I TWO RURAL COMMUNITY COLLEGES (COMMUNITY COLLEGE FACULTY)
Author: WAGNER, PATRICIA ANNE
School: CORNELL UNIVERSITY Degree: PHD pp: 289
Advisor:TRUMBULL, DEBORAH J.

Research Problem: The use of part-time/adjunct faculty has increased steadily in the last several decades in community colleges. This part-time work force is largely ignored by the academic community,and the potential of adjunct faculty to introduce innovation intocurriculum and to collaborate with full-time faculty to develop newcurricular approaches is not adequately valued.

Interviews with full-time faculty, part-time/adjunct faculty, anddivision heads were used to indicate which faculty members teachingcomposition (English 101) in two rural New York state communitycolleges were innovative. Using John Miller's framework, theresearcher plotted the development of writing theory over the pastfifty years. Interview data, course outlines, stated courseobjectives, chosen textbooks, and student assignments were analyzedto determine presence of new writing theory. Data were cross matchedand analyzed to discover which faculty actually used new theory,which faculty were perceived as being innovative, and what socialnetworks were present to diffuse innovation between full-time andpart-time/adjunct faculty. Variables such as presence of adepartmental syllabus, recency of last academic degree, type ofprofessional development, and length of institutional service wereconsidered. The study concludes that in two rural settings new theory wasfound among both part-timers and full-timers. Innovators were notlimited to recent graduates or new faculty members, but ratherexisted across the continuum. However, professional writers amongpart-time faculty and recent graduates among full-time faculty tendedto be innovative in their curriculum. Although a source of innovation, part-time faculty were notperceived to be innovative by their colleagues, and social networkswere not generally present to diffuse curricular innovations. Thisstudy concludes that adjunct faculty can play a role in curricularinnovation. Teacher collaboration, referred to as mutual enactment,can be a source of curricular change in community colleges if theinstitutional culture and administrative leadership are supportive.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(2) Title: SCHOOLS AND POLITICS IN SOUTH AND NORTH VIET NAM: A COMPARATIVE STUDY OF STATE APPARATUS, STATE POLICY, AND STATE POWER (1945-1965). (VOLUMES I AND II) (VIETNAM)
Author: VASAVAKUL, THAVEEPORN
School: CORNELL UNIVERSITY Degree: PHD pp: 854
Advisor: KAHIN, GEORGE MCT.

Research Problem: This dissertation studies the South and North Vietnamese primary and secondary school apparatuses as they developed between1945 and 1965 from the perspective of state formation and the reachof state power. It focuses on how state-based, class-based, andnation-based factors interacted to shape the organizational structureand content of the school apparatuses and the extent to which theschools effected and/or maintained economic and ideologicalpractices.

It argues that in both Viet Nams, state-based elements became thedominant elements which shaped school apparatuses. Two aspects ofstatism were the organizational structure of the school apparatus andthe political/ethical content of study programs. Both Ministries ofEducation advocated a bureaucratic form of school organization,uniformity of study programs and examinations, and centralization ofteacher

school apparatus and the political/ethical content of study programs. Both Ministries of Education advocated a bureaucratic form of school organization, uniformity of study programs and examinations, and centralization of teacher training and textbook-writing. Attempts to create alternative school structures which were less centralized and more localized met with limited success. In the area of political and ethical content, in both Vietnam, nation-based and class-based elements were selected to conform with or support state-based elements and were retained only so long as they did not contradict them. The persistence of state-based elements in the two Vietnam school systems can be attributed to several inter-state factors. The two Vietnams need to establish themselves in the international system and their need to compete for political hegemony at home necessitated the building of a bureaucratically organized and centralized school system based on uniformity. This ideological state apparatus transmitted state-sanctioned political/ethical knowledge which helped the central authority to curb or neutralize regionalism and localism. As a result, despite ideological differences, the two Vietnam' school systems were similar in that they both served to consolidate state power in the name of nationhood and class interest, while neither served to alter the forces of production which would have strengthened the economy.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative.

(3) Title: SOCIAL FORCES AFFECTING CURRICULUM DEVELOPMENT FOR EMPLOYEE ASSISTANCE PROGRAMS. (VOLUMES I AND II) (ALCOHOLISM)

Author: DOSS, GEORGE JAMES

School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 651

Research Problem: The purpose of this study was to identify and analyze social forces affecting curriculum development for employee assistance programs, thus providing a basis for curricular recommendations. The data in this thesis suggest that during the 1980s, an employee assistance (EA) specific body of experiential and tested knowledge, activities and skills had been identified by the employee assistance practitioners. These activities and skills serve as the basis of the Certified Employee Assistance Professional (CEAP)certification/credential, and was proposed in 1988 by the Employee Assistance Occupational Professional Association (EAPA) as an essential element of an employee assistance curriculum.

However, co-opting, diluting and goal displacing forces have been operating which may threaten the very existence of the employee assistance concept. The influx of large numbers of professionals and academics with many varied orientations and conceptualizations of what constitutes employee assistance practice has contributed to the employee assistance movement moving in many directions at once. A focus on alcohol and substance abuse intervention in the workplace based on deteriorating work performance has been displaced with the goals of the newly attracted professionals.

A unifying force is needed which will pro-actively allow the employee assistance practitioners of the 1990s to discover and take ownership of the fundamental employee assistance body of knowledge, skills and activities. A review of the EA-specific literature, data collected from over 50 interviews of employee assistance and academic personnel, and our view of State and Federal statutes suggests that a great deal of experiential and tested knowledge, skills and activities have been identified as unique to employee assistance and should be incorporated to create a new curriculum. Reflecting this need, a curriculum and other curricular suggestions are proposed in this thesis. This curriculum is offered as a unifying force to stem the tide of co-optation, goal displacement, and dilution of the employee assistance concept. In addition, this curriculum is designed to address the fear that a focus on, and sensitivity to, alcoholism/substance abuse intervention has been lost.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(4) Title: A NATIONAL CENSUS OF STATE SUPERVISORS REPORTING ON STRATEGIC PLANNING AND AGRICULTURAL LITERACY INITIATIVES IN STATE AGRICULTURAL EDUCATION PROGRAMS

Author: HAWKES, JANET EILEEN

School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 200

Research Problem: The National Research Council (NRC) report, Understanding Agriculture: New Directions for Education, recommended many changes to the agricultural education profession, based on an extensive review of agricultural education in public schools. This national census of state supervisors investigates the status of planning for future change in the agricultural education profession since the NRC report in 1988. This study examines the extent of change and types of planning processes being used to facilitate change in agricultural education. The study also explores agricultural literacy initiatives and the degree of concurrence of respondents to the NRC report recommendation relating to agricultural literacy. Data were collected from state supervisors or the equivalent in all states, using a telephone survey instrument. Statistical analysis of the data included frequency, percentage, means, Chi-square test and Pearson product moment correlation coefficients.

Extensive change occurred in agricultural education since the NRC report and future changes are anticipated. Strategic planning processes were used in 45 percent of the states using planning processes. Elements of strategic planning were used regardless of the planning process employed. No significant relationships were found between the type of planning processes and state agricultural education statistics. The NRC report and the National Strategic Plan for Agricultural Education influenced states to change. There were many factors affecting planning. Frequently mentioned negative factors included: department of education administration, funding issues, and federal legislation. Frequently mentioned positive factors included: support of agriculture teachers, support of agriculture business and industry, and national initiatives including the NRC report and the National Strategic Plan for Agricultural Education. Factors having the most influence (negative or positive) on planning were: national initiatives, changes in the agriculture industry, decreases in student enrollment, and state education department administration. Overall, respondents agreed with the NRC recommendation pertaining to agricultural literacy. The agricultural education profession participates in programs to promote agricultural literacy. Formal linkages to promote agricultural literacy existed between agricultural education and elementary, secondary, and post-secondary education.

Form(s) of Curriculum Inquiry employed in this Dissertation: action-research.

(5) Title: AGRICULTURAL EDUCATION IN BELIZE: A STRATEGIC PLAN FOR ITS DEVELOPMENT

Author: YOUNG, ROY ALVIN

School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 243

Advisor: SUTPHIN, H. DEAN

Research Problem: Belize is a developing country in Central America and is a member of the Caribbean Community. Belize's development and sustenance depend on the use of its natural and human resources. The most abundant and valuable natural resource is arable land. Agriculture, including forestry and fisheries, is the largest contributor to the national economy. Agriculture provides employment for almost half of the country's work force and generates approximately twenty-one percent of the gross domestic product (GDP). Agricultural education is essential in the sustenance, development, and advancement of a country's agricultural industry because it attracts and prepares students to gain employment and advancement in agricultural careers, to pursue further studies in agriculture, and to become functional citizens in the food and fiber industry. These outcomes of agricultural education

interface well with the Government's of Belize effort to increase agricultural production and diversification.
Some of the applications of this study include curriculum development, program planning, policy development, and development of a national strategic plan for agricultural education.
Data were collected by using (a) mailed questionnaires; (b)structured interviews with teachers and principals of primary, secondary, and tertiary agricultural schools, (c) documents from schools and government ministries, and (d) observations from on site visits. Commonalities among responses were determined to identify schools' and national agricultural education goals and limitations and achievements of agricultural education in schools.
The research shows that the major constraints of agricultural education in Belize are (a) the absence of a national plan, (b) poor garden physical features, (c) inadequate garden supplies, (d) and the need for more teacher training. The findings indicate that the level of agricultural education success is mainly contributed to (a) students, teachers, principals, and communities commitment, (b) implementation of the curriculum, and(c) support from the Ministry of Agriculture. Recommendations are: articulation of policies for all three levels; formation of a teacher professional organization and student intercurricular organizations; the empowerment of a school community to plan, implement, supervise, and evaluate its agricultural education program; production of instructional materials, and increased accountability of teachers. In addition, a conceptual model, The Bow and Arrow Model, and a planning process were developed to facilitate strategic planning of agricultural education.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(6) Title: INTERPRETATION AND USE OF VISUALS IN AN INTERACTIVE MULTIMEDIA FICTION PROGRAM (SYMBOLS)
Author: MAZUR, JOAN MADELEINE
School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 266
Advisor: TRUMBULL, DEBORAH

Research Problem: This research examined students' interpretation and use of visual information contained in video segments of an interactive multimedia computing program. These segments were designed to spur users to construct an original narrative based on information they had viewed. The program also contained features that allowed the user to control the sequence and pace of the program's content. The research focus was to compare theoretical descriptions of how complex, non-verbal symbol systems, such as visuals available in multimedia, work to convey meaning, with how these visual symbol systems actually did work for students as they interpreted information viewed in the interactive program. Concepts from interdisciplinary sources such as general symbol theory, interpretive film theory, and social semiotics were employed to analyze and characterize students' use of the program.
Eight volunteers used the program on three occasions. Data were gathered during interviews with students as they used the program, from questionnaires, and from the log of each student's use produced by the computer tracking system. All but one user adopted an interpretive stance which guided their inquiry. Students demonstrated a wide range of plausible content interpretations, even at the level of denotation. They formulated contexts which were crucial to making sense of the program's multimedia information. The construction of contexts was purposive, not idiosyncratic. All but one student articulated a strategy for exploring the program's content. The sequence, repetition, and juxtaposition of content shaped by students' uses of program options, framed interpretations differently for different students. Students used visuals in several ways to construct meaning and support their inferences: to describe content, to combine content, and to test hypotheses. Attention to cinematic techniques in the program's design and prior personal and cultural experience influenced how students understood, integrated, and reformulated content. The complex of interrelated activities involved in the use of interactive programs suggests the need for pedagogical approaches which address mutually constructed understandings. On-line

notebooks and tracking systems may be useful in this regard. Interactive program designers need to consider the use of cinematic conventions in engaging and directing viewer's attention.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(7) Title: COLLEGE TEACHERS AND THE IMPLICIT PRINCIPLES WHICH GUIDE
THEIR INSTRUCTIONAL PRACTICE: A SAMPLE OF CASE STUDIES
Author: WILLIAMS, KIMBERLEY RHODES
School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 274

Research Problem: Studies suggest that teaching is a complex and context-bound activity. This investigation attempts to understand how teachers construct and interpret meanings of their teaching. More specifically, it examines four teachers and the implicit principles which guide their instructional practice.

Six objectives directed the study: (1) to explicate the implicit principles of four university teachers, (2) to document principles' manifestation in practice, (3) to identify factors which influenced principles (including teachers' previous experience as learners), (4)to document how principles relate to one another, (5) to identify common themes, and (6) to examine principles in relation to five traditions of teaching practice as identified by Deshler & Kiely (in press): the Humanistic, Behavioristic, Social-Learning, Cognitive and Critical Reflective Traditions.

Clinical interviews were conducted with four college teachers at Cornell University. Each participated in two video recalls, during which, videotapes of instruction were reviewed. Concept maps were jointly constructed by each teacher and the researcher. Data were analyzed for common themes and for integration with traditions of practice. The case studies successfully capture the personal and complex nature of college teaching. Reflection was effective in helping participants articulate why they do what they do in the classroom. Evidence of principles were manifest in each participant's observed behavior. Previous experiences as learners, both positive and negative, were found to contribute to the development of principles. Furthermore, each participant's principles were found to relate to one another, as well as to connect to form larger theoretical frameworks.

Four common themes emerged among the teachers: the importance of relating material to real world issues, nurturing a respectful relationship with students, providing an integrated perspective and actively engaging students in the learning process. The data suggest that all participants adhere to assumptions contained in the humanist, social-learning and cognitive teaching traditions. Only elements of the behaviorist and critical reflective traditions could be identified. The concluding discussion addresses the importance of increasing teachers' understanding of their own practice and the implications for improving college instruction.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(8) Title: COOPERATIVE EDUCATION PROGRAM QUALITY: A STUDY OF STUDENT
PERCEPTION AT THE BACCALAUREATE LEVEL
Author: TILL, LORI LEE

Degree: Ed.D pp.: 186
Advisor: PAUTLER, ALBERT

Research Problem: Little has been written about cooperative education program quality in baccalaureate institutions. Cooperative (co-op)education plays a significant role in the higher education system with over 250,000 students participating annually. While there are a multitude of studies that support the positive benefits incurred by student, institution and employer co-op participants, there are a growing number of studies that identify

restraints students contend with while enrolled in co-op programs. This study examined student perception of the co-op program in which they participated based on four cooperative education quality (CEQ) scales used to assess co-op program quality. Specifically, it sought to determine engineering co-op senior perception along with general co-op graduate input in reference to the four CEQ scales.

A Cooperative Education Quality (CEQ) instrument, developed to measure co-op program quality perception, was disseminated by the Engineering Cooperative Education Programs at Cornell University and the Department of Cooperative Education and Placement at Rochester Institute of Technology to engineering co-op seniors, and a small sample of engineering co-op graduates. Data were collected on the CEQ statements related to four CEQ scales, co-op student demographic and placement characteristics, critical co-op incidents, future career plans, and professional employment. The statistical techniques of correlation, analysis of variance, and t-tests were used to analyze the data.

Data collected showed that the general co-op senior and graduate perception of the engineering co-op program in which they participated, were positive. The findings of the study indicated several co-op senior demographic and co-op placement characteristics may be indicators for co-op program improvement. Among the four CEQ scales used to assess the two baccalaureate engineering co-op program, the fourth CEQ scale "the institutional administrative practices", indicated a difference in relation to co-op program quality and; age, engineering curriculum; the type of co-op employer labor organization and organizational structure; and ending co-op senior hourly wages. In addition, there was a difference between the co-op senior ending wages and the first CEQ scale "the development of student employment opportunities." This study contributes to the sparse literature that links cooperative education program quality and co-op program improvement efforts. It points out the extent to which co-op student participants can provide specific program evaluation intricacies that can be transferred into policies and practices.

Those who are involved in any co-op program improvement efforts will find this study useful for identification of possible program self-study and assessment.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(9) Title: UNDERSTANDING PARENTAL INVOLVEMENT WITH RURAL SECONDARY SCHOOL CHILDREN (RURAL EDUCATION)
Author: WESTLAND, CARON ANNE
School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 311

Research Problem: Using narratives as a mode to understand culture was the theoretical foundation used for investigating secondary school parental involvement in a rural culture. Forty rural secondary school parents in central New York, twenty-two mothers and eighteen fathers, were interviewed in their homes and asked to recount stories about parental involvement in the home and in the school. Parental involvement was conceptualized as a function of parents' values about the educational process, child-rearing patterns, and interaction with the school community.

The uniqueness of the stories and the experiences was a reflection of their environment, their community, and their common beliefs and attitudes. Through an interpretive inquiry, three parenting styles were identified in reference to involvement: control-oriented, values-oriented, and achievement-oriented. Parents' frames of reference and behavior were dominated by these orientations. Arguments for a more comprehensive and interactive model of parental involvement were made. The interactive model focused on parental involvement in the spiritual, social, physical, and intellectual aspects of children's lives. Suggestions for a more comprehensive rural curriculum to include apprenticeship programs were also presented. The curriculum would accommodate varying family values, student interests, and community needs.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic.

(10) Title: EVALUATION OF CURRICULUM AUDITING APPLIED TO POSTSECONDARY AGRICULTURE (AGRICULTURE CURRICULUM)
Author: TRYON, JOHN ROGER
School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 237
Dissertation non-available.

(11) Title: A CULTURE BASED CURRICULUM FRAMEWORK: THE ROLE OF CORN IN IROQUOIS WORLDVIEW
Author: CORNELIUS, CAROL ANN
School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 385
Advisor: POSNER, GEORGE

Research Problem: This study designed a conceptual framework for developing curriculum on diverse cultures. Current curricula reinforces stereotypes, and provides an inadequate view of diverse cultures. Multicultural education has focused more on equity issues rather than how to teach about diverse cultures.

A literature review was conducted on stereotypes, textbooks and multicultural education. The culture-based curriculum framework was developed and then applied in a case study on the Haudenosaunee(Iroquois). The thematic focus of corn emerged as a culturally significant element around which to structure a study of the Haudenosaunee. The case study combined evidence from historical documents, the paintings of Tonawanda Seneca artist Ernest Smith, and interviews of contemporary Haudenosaunee Elders to provide the information necessary for culture-based curriculum development. The culture-based curriculum framework consists of five concepts:(1) world view, (2) the way world view structures a culture's way of life, (3) the interaction across cultures, (4) the dynamic nature of the culture, and (5) continuity of the culture to the contemporary time. The underlying assumption of this framework is that all cultures have value and dignity. A thematic focus emerges from within the culturally specific paradigm forming the foundation of curriculum development. Culture-based curriculum designed along interdisciplinary lines enables presentation of the culturally specific paradigm of the culture studied. Studying cultures from this culture-based curriculum framework provides the basis for understanding and developing an appreciation of cultural diversity in this nation.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophical.

(12) Title: PROMOTING EXCELLENCE IN ELEMENTARY SCHOOL TEACHING: THEORY-DRIVEN PRACTITIONERS
Author: GERBER, JILL ANN
School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 322
Advisor: NOVAK, JOSEPH D.

Research Problem: This research was conducted in response to the myriad of recommendations to improve teacher education for elementary schoolteachers. The panaceas vary from extension of programs to an additional fifth year, to complete abolition of education as a major course of study. Research suggests that most teachers claim that they learn to teach by experience. If this is true, then exemplary teachers who have vast experience in the field should be studied in an attempt to understand what they have learned as a result of their experience, and how novice teachers may benefit from this knowledge.

The study attempts to understand how experience has influenced the development and use of teachers' theoretical frameworks. More specifically, it examines the teachers' theories as they pertain to five elements of education. Four teachers from New York State were selected for the study. Each has at least 20 years of experience in education and is a recent recipient of a prestigious award in the field. Using the case study method approach, the teachers were given a preliminary interview, followed by three in-depth interviews. In addition, all were observed and video taped for at least an entire school day. The major findings indicate that although outstanding, experienced elementary school teachers may appear to practice with little conscious effort to theoretical guidance, they have specific reasons for their actions in the classroom. These reasons, or theories which guide their practice, endorse the primacy of meaningful learning. The dissertation will illustrate the procedure sand methods used to establish these claims. The study has three main objectives. First, concept map representations of the teachers' theoretical frameworks were created to indicate how their theories pertain to five elements of education. Second, a brief illustration of the video taped teaching episodes depict the teachers' espoused theories and their theories in use. Analyses of the concept maps, interview transcripts, and video tapes revealed specific similarities and differences among the teachers. The concluding discussion addresses the use of this information in fostering higher levels of understanding the nature of masterful teaching among novice teachers, and the role of theoretical training for future educators.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic, action.

(13) Title: EFFECTS OF CONTINUING EDUCATION IN A RURAL DEVELOPMENT PROJECT IN NORTH WEST CONNEMARA, IRELAND (WOODWORKING, FURNITURE DESIGN)

Author: KELLY, MARY ANN

School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 178

Research Problem: Throughout the history of agriculture utilization of techniques learned from the user's own experiences or the adaptations and incorporation of methodologies discovered by others has resulted in agricultural advancements. The process of continuing education is an effective means to increase agricultural production, product quality, and positive inputs in the rural economy. The question pertinent to this study is do other means of formal and continuing education, not directly associated with agriculture production, also produce positive repercussions on the economic and social-communal elements associated with effective rural development?

The issue of agricultural education's positive effects on rural development is well researched. The Connemara community has initiated, directed and funded an effort to alter their declining communal situation through another form of specialized continuing education. The School of Fine Woodworking and Design, in Letterfrack, incorporates a curriculum centered on furniture design and creativity. The project's non agricultural curriculum is viewed with interest because two of Ireland's and the Common Market's evolving objectives are to reduce agricultural surplus and increase alternative employment.

This descriptive case study documents selective student information, and analyzes the effects these students are having on the economic and social-communal aspects of a community driven rural development program. On-site visits, questionnaires, and interviews from present and graduate students, school personnel and catchmentarea community members are analyzed using the SPSS/PC+$\sp{\rm TM}computer program. The conclusions that become apparent from these investigative inquiries and their guiding objectives are: (1) The School of Fine Woodworking and Design students are having positive economic and social-communal effects upon the catchment area in North West Connemara, Ireland; and (2) This non-agriculture-related educational approach to rural development is having an impact in the Letterfrack area, and with appropriate adjustment measures and supervision, it could be a feasible alternative to conventional agriculture related educational anti-poverty programs.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative, scientific.

(14) Title: EDUCATING IN A BIOLOGY CLASSROOM: A COHERENT APPROACH TO TEACHING, CURRICULUM, LEARNING, AND GOVERNANCE (CONCEPT LEARNING)

Author: BROWN, ROSELYN ELIZABETH
School: CORNELL UNIVERSITY Degree: Ph.D. pp.: 365
Advisor: GOWIN, BOB

Research Problem: The focus of this research were two sections of a freshman-level Biological Science course at Morgan State University during the spring semester of 1987. A descriptive case study approach was used in examining the commonplaces of curriculum, teaching, learning, and governance in this classroom environment. The analysis, concept-mapping and interviews along with numerous other techniques were used in order to create an environment for learning to occur;that is the integration of thinking, feeling, and acting relative to the biology subject-matter and to learning in general, by the students in the study.

The research was planned, conducted and interpreted based on Gowin's Theory of Educating, Novak's Theory of Meaningful Concept Learning and the Ausubel/Novak Theory of Cognitive Assimilation Learning.

Plans for educative events were first made by the researcher using Vee analysis. This phase involved the selection and logical arrangement of curriculum materials based on the theories.

The major claims of this study were (1) that the teacher could use Vee analysis and currently viable theories of education to select and logically arrange curriculum materials for a college biology course in order to facilitate teaching, learning and governance; (2)that some basic biology concepts for the course could be identified through the Vee analysis of the discipline process; (3) that there were two techniques, Vee analysis and concept-mapping that could be used routinely by students to help them learn biology concepts; and(4) that through the use of these techniques and others, students could gain insights into their own learning and self-governance. Students were able to understand and routinely use concept-mapping. They were less comfortable with Vee analysis for laboratory. The teacher found Vee analysis, however, to be an invaluable technique for analyzing the structure of the biology discipline. Learning questionnaires and personal interviews were excellent as metalearning devices. The descriptive case study approach gave the college teacher a very effective way of examining in detail what she actually did daily in the context of "educating." The teacher became a researcher and in the process made the entire process more pleasurable and effective for students.

Form(s) of Curriculum Inquiry employed in this Dissertation: action research.

(15) Title: HISTORY AND ETHICS: THE PLACE OF HISTORY IN THE ARTS FACULTY OF THE THIRTEENTH-CENTURY UNIVERSITIES (WITH AN HISTORICAL INDEX TO THE FACULTY'S TEXTBOOKS) (THIRTEENTH CENTURY)

Author: DICKERSON, WILLARD WILTON, III
School: CORNELL UNIVERSITY Degree: PHD pp: 339
Advisor: JOHN, JAMES J.

Research Problem: For years now modern scholars have noticed that the study of history seemed to vanish from the university--at least from theliberal arts curriculum--during the thirteenth century. History wasno longer required reading, and it was written with much lessfrequency, by those studying the arts. During the twelfth century the"satirists and historiographers" were read routinely as a part of theliberal arts education. By the mid-thirteenth century, however, theseauctores no longer appeared in the arts curricula of the newuniversities.

In this study I attempt to show that: (1) The medieval liberalarts education concerned itself with more than the seven liberalarts. It also concerned itself with the study of ethics, or moralphilosophy. (2) History, then, at least in the twelfth century, wasroutinely read as a part of the curriculum in ethics. History wasread and written in conjunction with the study of moral philosophy.(3) During the first half of the thirteenth century the artscurriculum began to evolve in important ways. It evolved insubstance, but perhaps more importantly, it also evolved in method.Scholars of this age, instead of relying chiefly on the inheritedwisdom of the ancient auctores, increasingly engaged in their ownphilosophical speculations. The resultant changes in the liberal artscurriculum were most visible in the fields of grammar and dialectic;but they certainly affected the entire curriculum. What was true ofthe fields of grammar and dialectic was also true of the field ofmoral philosophy. (4) As a result of these developments, particularlythe developments in methodology, the teaching of ethics changeddramatically. Like the other fields of academic study, it evolvedfrom a backward looking study of the ancient auctores that was highlydependent on written texts and moral exempla to a speculative fieldof inquiry that was primarily dependent upon the use of dialectic. Asthis change took place, the study of history, which had been theprimary source of moral exempla, became less important to theteaching of ethics. History, therefore, was eased out of the liberalarts education.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical.

3. HARVARD UNIVERSITY
Independent coed university

Harvard University the oldest institution of higher learning in the United States, has a long tradition of leadership in the academic world. Founded 16 years after the Pilgrims landed at Plymouth, the college was established by a vote of the Grat and General Court of the Massachusetts Bay Colony. The new college was named for its first benefactor, John Harvard, a young minister who, upon his death in 1636, left his library and half his state to the new institution. It was during the latter part of the 19th century that the university began to boom. Enrollment rose from 100 to 3,000, faculty increased from 49 to 278, and endowment grew from $ 2.3 to 22.5 million. In 1992-93, Harvard had a teaching faculty of 2,167 and an enrollment of 18,556 degree candidates including undergraduates and students in 10 graduate and professional schools.

An active interest and concern for educational practice has been the hallmark of the Harvard Graduate School of Education (HGSE) since its creation in 1920. Today, the principal mission of the School is to increase the opportunities for all children in America to learn and thrive by mobilizing its own resources and those of the entire University. The School is also committed to preparing administrators, faculty members, and researchers in the area of higher education as well as those interested in future positions in the international arena. Of particular significance is the fact that HGSE became the first professional school at Harvard to admit women to degree candidacy. The HGSE is accredited by the New England Association of Schools and Colleges. The HGSE is located on the Harvard University campus, two blocks from Harvard Yard and adjacent to Radcliffe Yard. The School is housed in six buildings: Longfellow Hall, Larsen Hall, Nichols House, Read House, Westengard House, and Gutman Library.

The Graduate School: Unique Features:

1. Enrollment: 18,272 graduate, professional and undergraduate students.

2. Graduate students groups: 10,569 full time matriculated (4,377 women); 856 part time (504 women).

3. Tuition: $ 17,470 per year .

4. Programs: The Graduate School of Arts and Sciences offers programs through the Committee on Middle Eastern Studies, Committee on Political Economy and Government, Committee on Regional Studies-Soviet Union and the Division of Applied Sciences. Other programs are offered by the following Schools: Divinity School, Extension School, Graduate School of Business Administration, Graduate School of Design, Graduate School of Education, John F. Kennedy School of Government, Law School, Medical School, Division of Health Sciences and Technology, Division of Medical Sciences, School of Dental Medicine, School of Public Health, Division of Biological Sciences. The Doctor of Education degree is offered in three areas: Administration, Planning, & Social Policy; Teaching, Curriculum, & Learning Environments; Human Development & Psychology).

5. Degrees Offered: Master's, Certificates of Advanced Study and Doctorates.

6. Requirements for Admissions: Each admissions committee looks for evidence that an applicant is likely to contribute to an understanding of important issues of educational practice or research. The statement of Purpose, professional experience, and letters of

recommendation provide very important qualitative evidence concerning an applicant's academic record, professional background, and potential. A strong academic record and high test scores alone do not ensure admission. Outstanding public service, strong record of academic performance with background in areas related to the program of interest, or other kinds of significant achievement, including the overcoming of economic, societal, or educational obstacles, are also considered important.

Admissions Office: Harvard University
Graduate School of Education
Admissions Office
111 Longfellow Hall, Appian Way
Cambridge, MA 02138

7. Requirements for Graduation: To earn a Master's the student may choose a concentration or he/she may design a program in consultation with a faculty advisor. The student must complete six to eight half-courses, at least 4 of which must be taken at HGSE. All Master's programs require an academic year of full-time study except the Midcareer Math and Science Program and the Teaching and Curriculum Program, which have an additional three-week summer component. The Certificate of Advanced Study, awarded by the Faculty of education, provides an opportunity for an academic year of full time study for experienced educators and midcareer professionals who ordinarily already have earned a master's degree. To earn a Doctorate a student must complete, after completion of a Master's degree or equivalent academic experience, all the requirements from his/her Program: an individualized program or a program with core courses. Usually the program includes methodological courses -two-one semester courses in research methods- a concentration, statistics courses, elective courses, individual courses of study, a dissertation research, thesis, or in some program areas, an analytic paper. In addition, all students are required to take a proseminar during the first semester of their first year. generally requires two years of full-time course. Ordinarily, all students are expected to be enrolled for full time study (defined as 4 half-courses per term).

8. Doctoral degrees awarded: 721 doctorates (Jan. 1993 to June 1994).

9. Student services: Low cost health insurance, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students, dossier service, low-cost health care. Graduate Housing: apartments available to single and married students.

10. Financial Aid: The financial aid program is comprised of three components: grants-in-aid, work or employment , and loans. Scholarships, Fellowships, Grants and assistantships (teaching fellow and student research assistant) are usually awarded through the Office of Academic Services (OAS). Financial aid, Merit-Based Awards and first-year doctoral awards for future professors and school leaders are also available specially for students of color. In graduate education, availability of a mix need-based and merit-based awards -open to all students; teaching and research positions are also widely available for doctoral students.

11. Research and Facilities: Widener Library plus 80 additional on campus libraries; total holdings of 12, 394,894 volumes, 5,557,388 microforms. The Monroe C. Gutman Library, with 160,000 volumes, houses an extensive collection of educational journals, microforms, and special collections was designed to support the training and research work of HGSE students and faculty. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX-11/780, Digital VAX-11/785, Digital PDP-11/70, IBM 3083, Apple Macintosh, Digital MicroVAX, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: 906 full time (629 women), 270 part-time (187 women) matriculated students in graduate education; includes 239 minority (97 African-Americans, 45 Asian-Americans, 83 Hispanics, 14 Native Americans), 129 internationals. Nearly two-thirds of 1,248 graduate students in Education, are women, close to 14 percent are American minorities, and 16 percent are international students from 47 nations. A variety of student organizations support the broad interests and diverse backgrounds of this student population. Education Faculty : 91 residents members of the teaching faculty, some of whom combine teaching with research and administrative duties. These 91 from the equivalent of 46 full-time teaching appointments. With about 700 full-time equivalent students, HGSE has a student/faculty ratio of approximately 15:1. Curriculum Students: 194 full-time (128 women), 45 part-time (29 women) matriculated students; includes 55 minority (21 African-Americans, 16 Asian-Americans, 16 Hispanics, 2 Native Americans), 15 internationals. Average age: 35. Curriculum Faculty: 5 full-time (3 women), 15 part-time (7 women). Faculty experience range between 7-25 years.

2. Name of Unit: Graduate School of Education, Area of Teaching, Curriculum and Learning Environments (TCLE).

3. Head: Dr. Victor Perrone, Director.
   Harvard University
   Graduate School of Education
   Teacher Education Programs
   Longfellow Hall 224/221A/121A
   Appian Way, Cambridge, MA 02138

4. Program(s): experienced teachers program (Ed.M, CAS); history of education (Ed.D), individualized program (Ed.M), mid-career mathematics and science (teaching certification, Ed.M, CAS), philosophy of education (Ed.D), school and community (Ed.D), study of teaching (Ed.D), the study of schools (Ed.D). Programs in Curriculum Studies : Ed.M, Ed.D. in Teaching, Curriculum and Learning Environments; Ed.D in Curriculum Development and Evaluation; Ed.D. Philosophy and Curriculum Theory.

5. Requirements: Entrance: GRE general test or MAT, minimum score of 600 in TOEFL. Graduation: Beyond the graduate school requirements mentioned before, the total number of required courses for TCLE doctoral students varies, but students normally are required to take from 12 to 16 half-courses, depending on their academic backgrounds. For Master's and CAS, foreign language and thesis not required; for doctorate, dissertation required, foreign language not required. Each student should demonstrate competence in five approaches to curriculum inquiry (the doctoral student has to approve 4 courses and a Master's at least 2 courses).

6. Doctoral degrees awarded: 17 doctorates in Curriculum (1993-94). 30 CASs awarded.

7. Primary Goals of the Graduate Program in Curriculum are: TCLE programs will aim for a common emphasis on teaching and learning processes as fundamental to education and culture; relevant throughout the life cycle; carried out in a variety of settings, both formal and informal; resting on a basic continuity of theory and practice; and devoted to expanding human critical capabilities, moral imagination, and freedom. The TCLE is concerned with the theoretical and practical aspects of teaching and learning. Studies in TCLE address the philosophical and historical bases of educational practice, the diverse human settings within

which teaching and learning occur, the process and content of teaching, the definition of the teacher's role and profession, and the education of teachers.

8. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of faculty, students, research facilities, curriculum and the excellent academic-intellectual environment.

9. Graduate Program in Curriculum is among the leading Programs in the United States because of: (a) reputation of faculty (one benefit of attending the Harvard Graduate school of education is the opportunity to enroll in classes and seminars conducted by faculty members renowned for their scholarly pursuits and invigorating teaching styles); (b) quality of graduates (with an average of 32 and an age range of 22-60, most entering students have eight years of professional experience in a variety of educational settings. Many have been teachers or school university administrators. Others have experience in educational media, government, community social service agencies, health organizations, and the corporate sector); (c) research, curriculum and Instructional characteristics: About 150 courses are offered annually by the Faculty of Education in addition to special reading or research courses which faculty may offer in response to students' special needs. The Monroe C. Gutman Library is part of the Harvard library system of more than 12 million volumes and 102 libraries, constituting the largest university library system in the world.

10. Faculty Research: Dr. Terrence Tivnan (D.Ed. specialty in Research Methods; 12 years teaching curriculum research. Program: measurement and Evaluation, Department of Human Development and Psychology). This professor has done more than 15 curriculum research reports and publications in scientific, evaluative-normative research. Problems and questions that he is researching at present time: "Alternate assessments of science concepts". He prefers to prepare his graduate students as curriculum researchers by initiating them into his research methods while he is engaged in a specific kind of research and by putting them in an overview course on different types of research methods.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:

Research courses available to students mainly in the following areas: research methodology, scientific, statistics, survey research, ethnographic/naturalistic, theoretical, combination of methods according to the students and faculty's interests. All courses offered in the Teaching, Curriculum and Learning Environments area (TCL) is concerned with the theoretical and practical aspects of teaching and learning as fundamental to education and culture; relevant throughout the life cycle; carried out in a variety of settings, both formal and informal; resting on a basic continuity of theory and practice, and devoted to expanding human critical capabilities, moral imagination and freedom. Studies in TLC area address the philosophical and historical bases of educational practice, the diverse human settings within which teaching and learning occur, the process and content of teaching, the definition of the teacher's role and profession, and the education of teachers. For 1993-94, the following research courses are offered: T-210p Teacher Research (deliberative, action or clinical curriculum inquiry); S085 Applied Research Design (scientific inquiry); S411 Higher Education Assessment (evaluative/normative research); S-565 Qualitative Research (ethnographic/naturalistic, phenomenological/hermeneutic, philosophical, theoretical, historical); and S-578 Integrative Research Approaches (Integrative/Review/ Synthesis).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) The School offers an interlinked sequence of methodology courses in quantitative and qualitative methods of research, (2) put students in an overview course on different types of research methods and (3) initiate graduate students into research methods of the professors while they are engaged in a specific kind of research.
The TCLE faculty supports the understanding that there are a variety of distinct, albeit overlapping, approaches to inquiry, or ways of knowing, in the study of teaching, curriculum, and learning environments. Five approaches were designated: philosophical, historical, quantitative (use of conventional science paradigms, including statistical analysis of data), qualitative (e.g. ethnographic and description), and clinical (theory building and the application of theory to the analysis of an individual case). Each student should demonstrate competence in these five approaches to inquiry (the doctoral student has to approve 4 courses and a Master's at least 2 courses) . The purpose of these requirements is to encourage an appreciation of diverse approaches and to help students to identify, early in the program, methodologies appropriate for their dissertation research.

3. Faculty Research: Contact faculty member: Dr. Terrence Tivnan (12 years of experience. Field: Curriculum Research; more than 15 reports and publications in Scientific research and Evaluation as forms of Curriculum Inquiry).

DOCTORAL DISSERTATIONS

Research problems and forms of curriculum inquiry employed in Doctoral Dissertations Harvard University (January, 1993 to June, 1994)

(1)Title: TEACHERS IN PRIVATE PRACTICE: A STUDY OF EDUCATIONAL THERAPISTS (INCENTIVES)
Author: BACIGALUPO, MARIA TERESA
Harvard University: ED.D pp.: 118
Advisor: JOHNSON, SUSAN MOORE

Research Problem: This study is a qualitative analysis of educational therapists' thoughts about working in a private practice teaching setting. The sample consisted of twenty-eight educational therapists, two-thirds of whom were in private practice and one-third of whom had left private practice. Both purposeful (Patton, 1980; Bogden and Biklen, 1982) and random sampling was used to select participants. A modified analytic induction approach (Bogden and Biklen, 1982) was employed to collect and analyze the data.
The data demonstrated that due to increased business expenses, income for educational therapy in private practice was not as adequate as income from traditional teaching settings. In spite of the financial realities, however, most of these teachers were satisfied with the professional discretion that accompanied private practice. Moreover, rewards found in teacher/student relationships appeared not to be blunted by organizational features of the workplace as they were for the teachers in the traditional settings in Johnson's (1990) study. Like the teachers in both the Lortie (1975) and the Johnson(1990) studies, many educational therapists noted that satisfactory contacts can be made with other professionals if one proactively seeks to manage the problem of isolation. These teachers also reported that self-evaluation is an important tool in their work. Like the teachers in both the Lortie (1975) and the Johnson (1990)studies, these teachers reported a skepticism about whether supervision was useful. The final chapter examines incentives in private practice and implications for school reform. Less able to reach their students in school settings because they perceived they were constrained by various bureaucratic restrictions, many of the educational therapists in the study left school teaching. Yet, they did not leave teaching altogether. School reformers may have something to learn from this group of teachers, many of whom reported that they preferred not to quench their thirst for teaching in the traditional teaching setting, but rather in the freedoms they experienced in private practice.
Forms of curriculum inquiry employed in this dissertation: evaluative-normative.

(2) Title: AN EXAMINATION OF THE STRATEGIC PLANNING PROCESS
AT ENDICOTT COLLEGE: A CASE STUDY OF DECISION-MAKING TO COPE WITH CHANGE (MASSACHUSETTS)
Author: DESLORIERS, VICKI RUSSELL
Harvard University: ED.D pp.: 169
Advisor: LEVINE, ARTHUR

Research Problem: Strategic planning is widely heralded as the response orf choice to a growing list of challenges facing American higher education. Endicott College, typical of many small, private institutions of higher learning in the United States, implemented strategic planning to meet its various challenges. This analytic paper, in the form of a case

study, focuses on strategic planning at Endicott College, and how organizational forces shaped that process.
Questions directing the research were: What were the conditions at the college prior to implementing strategic planning? Why was strategic planning chosen as the vehicle for change? What was the strategic planning process design? What forces, beyond that design, shaped the planning process? What were the consequences of those influences?
A pattern, unlike that presented by the textbook model of strategic planning, emerged from the study. A series of campus forces had subverted the predicted process. The internal organizational factors which shaped Endicott's planning correlated with five major obstacles to planned change as identified by authorities in the field. The analysis is organized in terms of those five obstacles to planned change: lack of top leadership support; lack of shared values, goals, and purpose; lack of high morale, trust, power, and personal security; lack of meaningful participation and communication; and lack of adaptability, creativity, and innovation. Long-standing campus factions, cultural norms, and administrative styles combined to present these obstacles and to seriously impede planning efforts. Unable to surmount these problems, the leadership in many ways exacerbated them.
Endicott College did, however, face the same harsh realities that were confronting higher education across the United States. Questions of shifting demographics, governance, finances, curriculum, and their role in higher education loomed large. Conclusions of the study were: strategic planning is not a panacea for the problems facing higher education today; the planning model employed should fit the management style of the organization;and development of the planning document itself should be accomplished within a specified time frame.
Forms of Curriculum Inquiry employed in this Dissertation: Philosophical-critical

(3) Title: TWO PRINCIPALS: PATTERNS AND STRUCTURES IN JAPANESE PRIMARY SCHOOL LEADERSHIP
Author: PARKER, MARI TAKAHASHI
Harvard University: ED.D pp.: 236
Advisor: GLAZER, NATHAN

Research Problem: Japanese principals are required by law to take responsibility for everything that everyone connected with their school does. However, because they have no need to prove themselves any further as educators, they choose to limit their appearances to let their faculties take the glory and credit. The job focus of the Japanese principalship requires principals to influence the education of the children almost exclusively through the teachers of their school. Since training teachers and mentoring potential new principals is not helped by being highly visible to the world outside school, the importance of their role is often underestimated. Japanese principals are aware that they have been criticized as do-littles in the Western literature, and they are not happy about it. Another factor which contributes to principals' low visibility is the way management committees (koumu-bunshu) are structured within the schools.
In this ethnographic research, I have documented how two Japanese principals see their own role and how their teachers perceive the principal's role within two different schools. One school is located in ethnically diverse Yokohama, and the other in the center of Tokyo, a more homogeneous setting. While developing two case studies, I found that the principals work hard not to be seen. They send teachers and staff whenever possible, reserving their appearances for situations which their subalterns cannot resolve. The four most important aspects of the role of the two principals shadowed are as follows: (1) delegation of decision-making functions to staff committees that operate under their close supervision; (2)meticulous attention to developing personal relationships with every member of their staffs; (3) use of models and archetypes to unify behavior around shared ideals; and (4) use of symbols and ceremony to motivate and inspire. The field work was done just prior to the implementation of

seikatsuka, the new curriculum developed by the Ministry of Education. The case studies document the impacts of the coming reform. Through observations and in-depth interviews the two case studies capture both the context of leadership and leadership inaction.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic.

(4)Title: ALL CHILDREN IN THE SAME BOAT: LITERATURE-BASED MATERIALS
AND HETEROGENEOUS GROUPS FOR READING AND WRITING INSTRUCTION IN A FOURTH-GRADE INTEGRATED CLASS
Author: HOPKINS, GRACIELA
Harvard University: ED.D pp.: 381
Advisor: SNOW, CATHERINE

Research Problem This thesis is a study of a fourth grade integrated classroom for one year during reading and writing activities. Three teachers and one aide taught ten learning disabled students and 17 regular program students, most of whom were Hispanics and African-Americans. These students were exposed to rich multi-level literature-based materials and participated in experience-based activities in heterogeneous groups, whole class and individual instruction. Interviews and observations were used to learn about teacher instructional practices and determine student preferences and engagement levels.
For the purpose of studying and analyzing reading and writing progress, students were identified as highly skilled, moderately skilled and less skilled. Students' reading and writing skills and classroom status were assessed at the beginning and at the end of the year using the Diagnostic Assessments of Reading, journal entry word counts and a sociometric instrument. The findings from these assessments suggested dramatic differences in the reading, writing and status of students by skill cluster and by grouping strategy at the end of one year. Whereas students in all three skill clusters showed greater than expected improvement in oral reading, students in the highly skilled and moderately skilled clusters showed more than three times the progress of their less skilled peers in reading comprehension and writing fluency. Nonetheless, about fifty percent of students in each skill cluster made at least expected progress in these areas. T he data from this study suggested that student engagement varied according to grouping strategy. Whole class experience-based interactive instruction was highly engaging to all students. Group instruction in reading and writing was considerably more engaging to highly skilled students. Individualized instruction in reading and writing was highly engaging to all students and it was the most engaging of all three grouping strategies. Overall, highly skilled students were more engaged than moderately skilled students and the least engaged were the less skilled students. Students who were the most engaged in reading and writing were those who made the most progress in these areas. This study concluded with recommendations for teachers and administrators.
Forms of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(5)Title: THE LANGUAGE-LEARNING CONTEXT OF DEVELOPMENTALLY APPROPRIATE PRESCHOOL CLASSROOMS: A DESCRIPTION OF THE LANGUAGE SUPPORT PROVIDED BY SEVEN TEACHERS IN THE COLORADO PRESCHOOL PROGRAM
Author: MCCARTY, WENDY
Harvard University: EDD pp: 326
Advisor: CAZDEN, COURTNEY B.

Research Problem: During the past three decades, early childhood education has emerged as a new profession. Propelled by increased knowledgeabout the importance of developmentally appropriate experiences inearly childhood, a proliferation of programs designed to rightspecific social wrongs has emerged. Training for teachers, however,has not always kept pace, and the teacher's role is often unclear.Preschool teachers are often placed in programs with a specificintent but given no training toward meeting program goals.

This analytic study examines the language support provided byseven teachers in the Colorado Preschool Program, a program designedto enhance language-learning opportunities for children identified asbeing at risk for school drop out. The study describes thelanguage-learning contexts these teachers provide, their techniquesfor interacting with children, the ways they use children's interestsin conversations, and their beliefs about their role in facilitatinglanguage development.

As participants in this study, each teacher was observed forthree, one-half-day sessions in her preschool classroom. Data werecollected by general observations, the Assessment Profile for EarlyChildhood Programs, the Adult Focus Observation, and a structuredinterview.

Findings reveal that teachers are providing environments whichallow children to interact with each other and with materials. Theteachers all expressed beliefs that children learn language throughsuch interactions, but some of the teachers seemed unclear abouttheir role, beyond setting up the environment. Sometimes the waysthey talk to the children violates their stated intentions to avoid"pushing the elementary curriculum down" into preschool.

To varying Harvard Universitys, teachers followed the children' s interestsin activities; they were less likely to follow the children'sinterests in conversations. Teachers initiated more interactionsabout academic content while children more often initiatedinteractions about interests outside of school. Implications include a need for observation instruments whichallow a more comprehensive description of language-learningopportunities in developmentally appropriate preschools, includingthe teacher's interactions; a more definitive explanation the role oflanguage in a developmentally appropriate preschool program; and aclearer understanding of preschool teacher's role in supportinglanguage development.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(6)Title: ADULTS' REPRESENTATION OF PITCH AND RHYTHM RELATIONSHIPS IN INVENTED NOTATIONS: A STUDY OF INTUITIVE APPREHENSION AND MEANINGFUL LEARNING (ADULT LEARNERS)
Author: IGUINA MONROUZEAU, JOSE RAFAEL
School: HARVARD UNIVERSITY
Advisor: DUCKWORTH, ELEANOR

Research Problem: This study investigated musically untrained adults' intuitive apprehension of pitch and rhythm relationships by requesting five subjects to make

invented notations of a simple unaccompanied melody. In addition, the study aimed at identifying and describing instances of meaningful learning in which as a result of repeated interaction with several consecutive invented notations, a change in the intuitive apprehension of pitch and rhythm relationships occurred.
Three tasks were administered on three individual sessions, one task per session once a week, over a period of three consecutive weeks. The general procedure for running these tasks was modeled following Piaget's clinical method for exploring children's understanding. Following Piaget's procedures, subjects were asked to interact actively with the pitch or rhythm of the melody through the construction of invented notations. Tasks were divided overall into three phases. In Phase #1, the subjects listened to the melody or only its rhythm line and were asked to make invented notations of what they heard. In Phase #2 subjects sang the melody or performed the rhythm line while simultaneously pointing to their respective invented notations. In Phase #3, subjects explained how their system of invented notation worked. The salient finding of the study was that the pitch and rhythm relationships captured by musically untrained adults in their invented notations are described graphically according to how pitch relationships are actually experienced while singing or to how rhythm relationships are experienced while clapping. Another finding was that all invented notations exhibited a combination of figural and formal strategies of construction. Finally, it was found that subjects improved their apprehension of pitch and rhythmic relationships as a result of interacting and reflecting on those features of melody and rhythm captured in their invented notations. Based on these findings conclusions were drawn, educational implications for the teaching of music theory to adults were provided, and recommendations for further research were given.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(7)Title: DOING PHILOSOPHY AND THE EDUCATION OF TEACHERS

Author: GARCIA-PADILLA, MARIA DEL CARMEN
Harvard University: ED.D pp. 207
Advisor: PERRONE, VITO

Research Problem: This dissertation explores an area of the connection between philosophy and education. As it argues in favor of teachers' engagement in philosophical activity, it specifically examines three possible routes of encounter between doing philosophy and teacher preparation: philosophy and teachers' reasoning capacities;philosophy and teachers' ways of looking at their fields; philosophy and teachers' positioning towards and within their profession and their worlds. Although the dissertation alludes to teacher education programs in general, it considers these three roads within the specific context of a philosophy of education course.
Philosophy--and doing philosophy--involves clarifying notions, examining underlying assumptions and reasons, considering the criteria employed in decisions and judgments. In its relation to the disciplines, including education, doing philosophy involves questioning and problematizing concepts, beliefs, presumptions so as to render them in an alternative light, one that opens up new possibilities of thinking and rethinking the fields. In doing so, it becomes a source of new ideas and meanings, a source of possible associations between one subject and another, between the subject and teachers' expectations and concerns, their personal lives and histories. Through analyzing the relationship between philosophy, philosophies of and teacher preparation, the dissertation explores the link between theory and practice while proposing a

conception of both philosophy and education in which that dichotomy between theory and practice breaks down. The dissertation is divided in three main parts. The first offers an overview of the debate regarding the relationship between philosophy, philosophy of education, educational theory and educational practice. The second presents three lines of connection between doing philosophy and teacher preparation in the particular context of a philosophy of education course. The third part provides a proposal for a curriculum where the ideas presented throughout the dissertation begin to take concrete form.
Forms of Curriculum Inquiry employed in this Dissertation: philosophical.

(8)Title: THE MATCH BETWEEN WHAT THE BASAL MANUAL RECOMMENDS
AND WHAT SOME TEACHERS DO: A STUDY OF THIRD-GRADE READING INSTRUCTION
Author: KIELBASA, MARY E.
Harvard University: ED.D pp.: 252
Advisor: TIVNAN, TERRENCE

Research Problem: The basal reading program is the core component of reading instruction in many elementary classrooms. The manual provides the teacher with many lesson options for prereading, reading, and postreading instruction. Making wise and informed choices among these options is essential for effective pacing of lessons and for student achievement in reading. This study examined the match between what some teachers did during reading instruction and what the basal manual recommended. Three questions guided this study: (1) What do teachers do during reading instruction? (2) What does the manual recommend? and (3) Why do teachers do what they do?
Six third grade teachers from a middle class, suburban community in central Massachusetts were each observed teaching two entire basal lessons. Whole class instruction was the mode. Methods of data collection included running records of observations, audiotapes, examination of basal materials used by the teachers, and informal interviews with the teachers. Data were analyzed to characterize the nature of the basal manual recommendations, the nature of teachers' instruction using the basal, and the correlation between the two. Analysis also included the determination of time allotted to various prereading, reading, and postreading events, as well as that devoted to text-based and skill-based, instruction. Based on the results from these analyses, several conclusions were reached. First, teachers tended to follow a routine pattern of prereading, reading, and postreading activities which generally paralleled recommendations in the manual. Second, teachers devoted the most time to postreading activities, followed by prereading activities. The reading phase of the lesson was allotted the least amount of time. Third, time for skills-based instruction surpassed that for text-based instruction. Fourth, although teachers demonstrated some use of currently supported practices, effective use of these practices was questionable. Fifth, there was a lack of differentiated instruction for students of varied abilities across all classrooms. Lastly, teachers' instructional choices were most affected by district policies regarding reading instruction, time constraints, and perceptions of recommended practices as worthwhile. Findings from the study raised concerns regarding effective instruction, appropriate pace, and sufficient level of challenge. Implications for practice and research are presented.
Forms of Curriculum Inquiry employed in this Dissertation: philosophical-deliberative.

(9)Title: MINDS IN PLAY: COMPUTER GAME DESIGN AS A CONTEXT FOR CHILDREN'S LEARNING. (VOLUMES I AND II) (GAME DESIGN)
Author: KAFAI, YASMIN BETTINA
Harvard University: ED. pp.: 426
Advisor: PERKINS, DAVID N. JR.

Research Problem: This thesis describes the implementation and evaluation of a six-month-long computer-based learning environment, called the Game Design Project. A class of sixteen fourth-grade students of an inner-city elementary school was engaged daily in designing software games in Logo to teach third graders about fractions. The project is one example of constructionist activities (Papert, 1980) that give children an opportunity to show and develop their abilities in design and learning while creating complex software products designed for use by others (Harel, 1988). It provides a further example of how the acquisition of knowledge and creative and critical thinking are integrated in the learning of subject matters involved (Perkins, 1986).
A first layer of my evaluation focused on the project as a whole and analyzed the students' understanding of game themes and their development of design styles. In a second layer, I documented in a microgenetic fashion the conceptual development of three students and the diverse ways in which the students approached this task in regard to rational numbers, programming, and game ideas. A third layer of my evaluation assessed what students learned in this design project and how that compared to the knowledge of students who were taught by other pedagogical means.
The results of these investigations established that designing games is an effective way of significantly improving the students' understanding of rational numbers and Logo programming. Students thought about and dealt with fractions in their games through invented stories and fantasies--a context rarely promoted in textbooks and worksheets. In the process of designing and implementing a complex program, students developed programming strategies, maintained long term goals, and used these goals and strategies as guidelines for their daily work. The in-depth analyses of]] the case studies provided further evidence that game design offered opportunities for students with different styles of thinking and learning to express themselves. The extended time period of the project was essential to the students' development. In my conclusions, I present further ideas on the extensions of video for research and the design of future learning environments for young designers.
Forms of Curriculum Inquiry employed in this Dissertation: action research.

(10)Title: WORK CULTURE OF EVOLVING SCHOOLS: OBSERVATION AND ANALYSIS
OF PRACTICE (SCHOOL CULTURE, CHANGE P\. .OCESS)
Author: FUENTES, ERNESTINA
Harvard University: ED.D pp.: 238
Advisor: BARTH, ROLAND

Research Problem: This study developed from a concern for school improvement. Much research and literature has been produced but educational reports, the public, and some of us in schools saw minimum changes in student learning. From these concerns, this study was created. It proposed that school cultures change so teachers could help students excel. Amulti-case study was organized to examine school cultures, work functions and roles of principals in five schools. The study assumed that if the school culture was improved teachers would develop the work functions of planning, staff development, program development and assessment and create productive schools. It

assumed that the principals would be key facilitators to drive the change process.
Three day site visits were made to five schools. Interviews, observations, document reviews, and surveys were conducted. The data from each school were examined using a cross-case analysis to determine the common elements in schools. The cross-case analysis produced findings that modified the initial assumptions.
The findings indicate that motivating school cultures were developed by focusing on clarity, trust and teacher empowerment. The work functions were developing but the assessment function was less developed. The principals had played an initiating and key role in developing school cultures and work functions. However, classrooms did not reflect the changes in schools. The work functions were not connected by goals based on student outcomes. In general, instructional and curriculum practices did not vary from traditional practices. It seemed that student gains were minimal. Finally, classroom cultures did not emulate school cultures. The study concludes that empowering school cultures alone may not strengthen work functions or affect student learning. It identifies assessment as the weakest function. It reports that schoolwide planning may not necessarily affect the classroom. The study proposes that principals and teachers pursue developing school culture handwork functions but also challenge each other to critically analyze classroom practices. School improvement efforts must connect the school and classroom cultures. Trust may be the catalyst to help change the school culture. However, trust coupled with challenging behaviors may be necessary to change classroom practices.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(11)Title: THE ROLE OF PROSPECTIVE MEMORY IN STUDENTS' SUSTAINED USE
OF READING STRATEGIES
Author: SIMMONS, MARION REBECCA
Harvard University: ED.D pp.: 193
Advisor: PERKINS, DAVID

Research Problem: A study was conducted to investigate the role of prospective memory in the sustained use of reading strategies. Prospective memory is memory for future actions, for example, remembering to keep a doctor's appointment or to skim a reading passage.
The study took place in the context of a three-week reading strategies course. Seventy-three subjects, students in the Reading Course, participated in the study. Most of the participants were college undergraduates at Harvard University which sponsors the Reading Course. Students were randomly assigned to a treatment or control group. The treatment group received written materials including memory aids that were designed to enhance prospective memory for four targeted strategies: (1) preparing to read, (2)skimming, (3) studying with a purpose, and (4) testing oneself. The control group received written materials that included information related to other topics in the Reading Course.
Measures of self-reported strategy use on the four targeted strategies were taken prior to the course, immediately after the course, and at a follow-up session approximately four months after the course. In addition, students rated the strategies in terms of difficulty of execution, of prospective memorability, and of motivation to use the strategies. Reading comprehension and reading speed measures were also taken. During the follow-up session, the subjects were interviewed to gain more information about their use and ratings of difficulty of the strategies.
Results indicated a modest effect of the treatment. At theposttest the treatment group reported significantly more use than the control group on two of the four targeted strategies and read at a higher rate of speed. At the follow-up, treatment effects were minimal; only one of the measures indicated a significant difference in use by the treatment group on the targeted strategies. Subjects' reports of prospective memorability correlated moderately with reported strategy use. Reports of strategy difficulty and motivation were also relevant to the use of the strategies and in some cases to the prospective memorability of the strategies.
Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(4) INDIANA UNIVERSITY
Public Coed University

Indiana University was founded in Bloomington in 1820 and is one of the oldest and largest institutions of higher education in the Midwest. It serves more than 96,000 students on eight campuses. The residential campus at Bloomington and the urban center at Indianapolis form the core of the university. Indiana University Bloomington is a residential campus of some 35,000 students. Woods and streams interlacing the 1,800-acre campus make it one of the more picturesque in the country. The university features a wide array of superior cultural offerings, including more than 300 concerts and performances each year from the world-renowned Indiana University School of Music. Set in the rolling, wooded hills of southern Indiana, the city of Bloomington was recently ranked by the New York Times as one of "The Big 10 of College Towns". Students enjoy Bloomington's excellent recreational facilities and the excitement generated by Indiana University's top-ranked athletic teams.

Nearly 150 years ago, in 1852, the Indiana General Assembly took the initial step in the development of the school of Education by providing for the establishment at Indiana University of a "Normal Department for instruction in the theory and practice of teaching". The School of Education or the Normal Department was discontinued in 1855 and was not reinstated until 1886 when it became known as the Department of Pedagogy, and later in the Department of Education. This department was part of what is now the College of Arts and Sciences. A separate School of Education was established in May 1923. Seven years later, in 1930, the first graduate degree programs in education were offered. The School of education is accredited by the National Council for accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools and is a member of the American Association of Colleges for Teacher Education. In the 1960s and 1970s, the Indiana University School of Education grew to become one of the largest schools of education in the United States.

The Bloomington campus alone had more than 200 education faculty members. In some years over 200 doctoral degrees and 1,200 master's degrees were awarded. In recent years the school has generated from five to seven million dollars of grant money annually for research, training, and development projects. The Smith Center for Research in Education on the Bloomington Campus was dedicated on June 26, 1975, to foster research and development in diverse educational areas. The Center was named for Dr. Henry Lester Smith, who in his 30 years as dean of the School of Education (1916-1946), earned an international reputation for leadership in the field and a strong commitment to research in education. It was largely through his efforts that the School of Education came to exist as a separate school in 1923.

<u>The Graduate School: Unique Features:</u>

1. <u>Enrollment</u>: 34,351 Graduate, Professional and Undergraduate students. 4,758 full-time, 2,638 part-time matriculated graduate/professional students. Faculty: 1,470 includes 118 minority (44 African-Americans, 57 Asian-Americans, 16 Hispanics, 1 Native American).

2. <u>Graduate Students & faculty Groups:</u> Students: 2,140 full-time, 1803 part-time. Faculty: 900.

3. <u>Tuition:</u> $ 117 per credit hour for state residents; $336 per credit hour for nonresidents. Fees of $242 per year full-time.

4. <u>Programs</u>: are provided through the School of Arts and Sciences, and the Schools of Business, Education, Health, Physical Education and Recreation, Journalism, Law, Library and Information Science, Music, Optometry, Public and Environmental Affairs (in

Bloomington). Programs in Engineering and Technology, Art, Liberal Arts, and Social Work are offered through Indiana University-Purdue University Indianapolis.
Graduate School Programs in Education: Adult Ed., Art, Counseling, Curriculum, educ. psychology, higher education, international and comparative education, language education, mathematics, social studies education, science and environmental education, school administration, secondary education, special education, among others.

5. Degrees offered: Doctoral: Ph.D., D.Ed, Master's and Specialists in Education Degrees.

6. Requirements for Admission: academic recommendations, official transcripts with acceptable grade point average of 3.30 to 3.50 from an accredited institution from each College or University attended (minimum a baccalaureate degree requiring four years of full-time study), GRE scores above 1,500 and some application requirements from each program; the TOEFL test for non English natives is also required.

Contact Office: International Admissions
300 N. Jordan
Indiana University
Bloomington, IN 47405-7707
Phone: 812-855-4306

7. Requirements for Graduation: Master's: a thesis research is an option in many areas. It must be defended in an oral, public examination. Students must enroll in 6 credit hours of x599 Master's Thesis in Education as part of the minimum 36 credit hour requirement for the degree. Some programs require practicum course work which focuses on experiences and activities in the field. The Specialist in Education degree (Ed.S.) program is an advanced graduate program that enables students to develop competence in an area of educational specialization with emphasis on practice. It consists of 65 credit hours, at least 35 of which must be taken at the Bloomington or Indianapolis campus. it also requires a residency period of 9 credit hours taken in one semester or summer, following admission, is required. Specialist degree students must complete all degree requirements within 7 years from the date of matriculation after admission. The program of studies must be approved in a meeting of the advisory committee, by the department chair, and by the director of graduate studies. Doctoral degrees at Indiana University require 90 hours of credit. Of this 90, at least 60 must be taken at the Bloomington or Indianapolis campuses. All course work, except dissertation and internship credits, must be completed with 7 years of matriculation. The academic requirements are: 9 credit hour inquiry core component; a major consisting of a minimum of 36 credit hours of course work in the selected field of specialization, 6 credit hours of inquiry course work, in addition to the inquiry core component, are required in the major; the minor requires a minimum of 12 credit hours of course work taken outside of the major program area; a minimum of 12 credit hours of dissertation (799) is required.; a written and oral qualifying examinations; admission to candidacy and the approval (written and oral) of the dissertation by the doctoral committee. The dissertation must be completed within 7 years of passing the oral qualifying examination.

8. Doctoral degrees awarded in 1993-94: 636 doctorates awarded.

9. Student Services: Rooms and/or aparuments (1,295 units) available to single and to married students at an average cost ($3,883 (included board); low-cost health insurance, free legal counseling, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus safety programs, campus employment opportunities, counseling/support services for international students.

10. Financial Aid: Fellowships and Scholarships, graduate and research assistantships, teaching assistantships, residence hall assistantships and other student support opportunities (international student awards, work-study, hourly, and part-time work, federal work study, student loans, career related internships or field work, doctoral student grants-in-aid of dissertation research).

11. Research Facilities: Main library plus 19 additional on campus libraries: total holdings of 5,261,360 volumes, 2,809,120 microforms. CD-ROM player(s) available for graduate student uses. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 8860, IBM 3090, Apple Macintosh IICX, Apple Macintosh SE 30, Digital DEC VT 102, IBM personal System/2, Zenith 286, Zenith 386. Personal computers on campus linked to BITNET, Internet, CICNET.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: 159 full-time matriculated students, 90 part-time; 35 new doctoral students enrolled for 1993-94. Faculty: 40 full-time faculty members, 8 part-time (18 full time Ph.D professors of curriculum); range of experience between 4 and 25 and more years.

2. Name of Department: Curriculum and Instruction, School of Education.

3. Head: Dr. Norman Overly and Dr. Carlos Ovando, Professor and Chair.
W.W. Wright Education Building,
Indiana University, Bloomington,
Indiana 47405-1006 USA.
Phones: 812- 856-8127, 8568161, 8568101/ 856-8104 or 856-8143.

4. Program: Curriculum Studies Doctoral Programs (Ed.D and Ph.D), coordinated by Dr. Jesse Goodman. The Department also offers programs in art education (M.S, Ed.D, Ph.D), elementary education (M.S, Ed.D, Ph.D, Ed.S), including early childhood education, elementary education; mathematics education (Ed.D, Ph.D); science and environmental education (Ed.D, Ph.D, Ed.S), secondary education (M.S, Ed.D, Ph.D); social studies education (M.S, Ed.S, Ph.D); special education (M.S, Ed.D, Ph.D).
Ph.D Programs offered through the University Graduate School.

5. Requirements: Entrance: for Master's and Ed.S, GRE general test (minimum combined score of 1300 on 3 sections required); for doctorate, GRE general test (minimum combined score of 1500 on 3 sections required). Graduation: Master's degree will not be granted until the student has met these standards: completion of a minimum of 36 credit hours (plus 6 credits Thesis option); a minimum cumulative Grade Point Average of 3.0; completion of a thesis or practicum (internship) with a statement of approval from the student's thesis advisory committee. For Ed.s, foreign language and thesis not required. In addition to the requirements of the Graduate School of Education, the Graduate. Specialist requirements are: coursework of 65 credits minimum, no-thesis, and grade point average of 3.3. Doctoral Program Milestones are the following: (l) Advisory Committee and Program of Studies Approval, (2) Written Qualifying Examinations, (3) Oral Qualifying Examination and Nomination to Candidacy, (4) Admission to Candidacy, (5) Appointment of Dissertation Research Committee, (6) Dissertation Proposal Approval, (7) Public Announcement of Dissertation Defense, (8) Oral Defense and Submit Dissertation Manuscript. Doctoral students majoring in Education may earn either a Doctor of Philosophy (Ph.D.) degree or a Doctor of Education (Ed.D.) degree. The Ph.D. is awarded

by the University graduate school. The Ed.D. is awarded by the School of Education. The minimum residency for the doctoral program in Curriculum Studies is two consecutive academic semesters of full time coursework of at least nine credit hours each semester on campus. Development of computer competencies and foreign language useful in present and future professional role are recommended for all graduate degrees, but not required. Ph.D and D.Ed programs in Curriculum Studies require a minimum of 90 credits of coursework; 15 credits for a doctoral dissertation and grade point average of 3.3. Number of research courses required to doctoral students: 3 minimum.

6. Degrees granted in 1993-94: 40 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992, 109 master's, 17 doctorates awarded.

7. Primary Goals of the Graduate Programs in Curriculum are: The objectives of the School of Education are: (l) to promote and execute disciplined inquiry in all sectors of education, (2) to provide service to the state of Indiana, the nation, and the world in developing the finest possible school systems, (3) to prepare elementary and secondary teachers in all subject areas and in special education (4) to prepare administrators and supervisors for the public schools of Indiana, (5) to prepare faculty members and administrators for colleges and universities throughout the world, (6) to prepare administrators, supervisors and coordinators of special programs; (7) to prepare counselors, school psychologists, and reading specialists, (8) to prepare researchers and evaluators in the field of education, and (9) to prepare educators and trainers in the use of technology for educational programs in business, industry, and government.

8. Unique strengths of the Graduate Program in Curriculum Studies: Curriculum (interdisciplinary and personalized program and Research Development); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions and several faculty are bi-lingual (Spanish-English), research (emphasis on inquiry, extensive research data available, reputation for research, and national visibility), students (placement and selection procedures), and environment (resources, academic life and libraries).

9. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and students in professional groups.

10. Faculty Research: Topics that are being researched: "Future studies", "alternative and global education," "ethnic studies". A specific problem being researched at present time by some faculty members in this department: "relationship between democracy and education".

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Doctoral students are expected to generate questions about educational phenomena. They must be curious about how things are and how they became as they are. They are expected to inquire about associations among educational variables and to speculate about causal relationships. They are required to question their own assumptions about what is right and what is wrong in educational implementations. They must learn to evaluate educational programs and to inquire into the effects and effectiveness of educational implementations. They must come to view the world from multiple perspectives in understanding the nature of reality. They must learn to generate hypotheses about educational phenomenon and about relationships among educational entities. And they must learn to test these hypothesis in a trustworthy manner. As such, inquiry training is to be included in all components of doctoral training. A 9 credit hour inquiry core component is required. This includes a survey course in inquiry methodologies (Y520) and beginning courses in statistics, measurement, program evaluation, or in ethnographic, qualitative, quantitative, and historical research methods. Inquiry core courses are to lay a rudimentary methodological foundation for applied inquiry courses in the major, and for dissertation research. A list of inquiry courses are: (J705) Seminar: Inquiry in Curriculum and Instruction (with emphasis on evaluative/normative, integrative/review/synthesis; deliberative and action research); (J760 and J762) Topical Seminar in Curriculum and Instruction Issues (different forms of curriculum inquiry upon students' requests); (J795) Dissertation Proposal Preparation, (J799) Doctoral Thesis in Curriculum and Instruction and (H795) (H799) Dissertation Proposal Preparation (as described earlier in this paragraph: all curriculum inquiry forms are available to the students). Number of research courses required for a Ph.D or for a Ed.D. in Curriculum Studies: at least 3 courses.

2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take an introductory course, depending on the student's needs; initiate graduate students into specific research methods while professors are engaged in a specific kind of research (i.e., qualitative, theoretical historical, interpretive, among others, but this depends of each faculty's focus and interests), put students in an overview course on different types of research; and ask students to enroll in a research method course which includes students from many different programs.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations Indiana University, January, 1993 - June, 1994

(1) Title: PARENT TUTORING, READING INSTRUCTION AND CURRICULAR ASSESSMENT
Author: ERION, R. JOEL
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: EDD pp: 142
Advisor:BARKER, WILLIAM

Research Problem: The effectiveness of parents as reading tutors for their own children was investigated. Subjects were second grade studentsidentified as poor readers from a small northwestern Pennsylvaniaschool district. They were randomly assigned to one of two groups.The first group received only classroom instruction. The secondreceived classroom instruction and parent tutoring in the area ofreading. The instruction provided by parents consisted of repeatedreading and word flash cards drawn from material in the basal readingseries. Brief training sessions were held for the parents. Theseconsisted of direct instruction, written directions and modeling.Information gathered through curriculum-based measurement (CBM)reading probes given once a week were used to guide instructionaldecisions. Following these weekly assessments, parents were contactedby phone to discuss progress, possible instructional changes andtreatment integrity. The study lasted six weeks. Program outcome wasbased on pre-test to post-test gain for words correct per minute forthe median of three CBM reading probes. In order to make furthercomparisons the same pre-testing and post-testing was completed for arandomly selected group of second graders identified as average orbetter readers. At the end of the study, training and consultationwere made available to parents of students in the control group. Theresults were in the predicted direction. The oral reading fluency ofthe experimental group students improved in relation to that of thecontrol group students. Although an effect size of.52 was obtained,the improvement was not statistically significant. The students whowere average or better readers showed the greatest gains in oralfluency. These gains were significantly higher than those of thecontrol group but not the experimental group.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Deliberative.

(2)Title:READING: A PERSPECTIVE ON LIFE (ADULT READERS, READING DISABILITIES)
Author: LOWE, KAYE
School: INDIANA UNIVERSITY
Degree: PHD pp: 269
Advisor:HARSTE, JEROME C.

Research Problem: This dissertation applies an holistic perspective to reading disability--a perspective that includes the stories,experiences and understandings of the participants. It has as itsfocus indepth case studies of four reading disabled adults. Thesecase studies are compiled over a five year period and follow theprogress of these adults as they attain literacy success. The casestudies are enhanced by additional information gained from fourprofessors and three adults who attained varying degrees of literacysuccess. The thesis contends that be better understanding the contextin which reading failure and reading success occurs, the nature ofreading disability itself is demystified.

A non-traditional approach is adopted, in that it is not assumedthat deficit principle needs to operate in order to understandreading disability. According to the literature, the cause of readingdisability results from deficits associated with physical,psychological, personality or curriculum determinants. There is anobvious lack of consensus in the literature about factors whichsupposedly contribute to reading disability. In fact, the casestudies within this dissertation do not support a view of readingdisability, or its remediation, which could be sustained bytraditional approaches alone.
A new approach is called for, unfettered by the constraintsimposed by traditional approaches. These case studies reveal theimportance of an interactive and collaborative strategy for achievingliteracy success. Such a strategy provides the opportunity forparticipants to rethink and revalue what it means to be literate.Through the establishment of a trusting relationship and honestdialogue, participants are free to make the courageous decision to besuccessful. This decision is only probable once a change occurs inthe beliefs they hold about the real purposes and payoffs forliteracy. Participants restory their lives, take responsibility fortheir circumstances and, as a consequence, redefine what it means tobe literate. This dissertation highlights the need for curriculum andpedagogy to encompass the beliefs and understandings of the learner,rather than merely impose content.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(3)Title: LEARNING THROUGH WRITING: TEACHERS' PERCEPTIONS AND PEDAGOGICAL STRATEGIES IN THREE ACADEMIC DISCIPLINES AT A COMMUNITY COLLEGE (TEACHER PERCEPTIONS)
Author:RHODES, BARBARA C.
School:INDIANA UNIVERSITY OF PENNSYLVANIA Degree: PHD
pp: 302
Advisor: WILLIAMSON, MICHAEL M.

Research Problem: This study proposes that teachers' perceptions of writing and of themselves as writers are key components to their dispositionstoward a learning through writing program and in their perceptions ofstudent outcomes as more successful. This inquiry answers thefollowing research questions: (1) How do faculty perceptions ofwriting in specific disciplines emphasize the strategies of learningthrough writing in their teaching? (2) Are there differences in theuses of learning through writing strategies for differentdisciplines? (3) Are the goals of writing/learning strategiesdiscipline-specific or instructor-specific? (4) How do teachers' usesof learning through writing affect their perceptions of studentlearning and subsequent grades? These questions are significant indetermining the perceptions of the success of three faculty in threedifferent disciplines: biology, sociology, and British Literature.Although it is limited in scope to these three teacher-participants,the study addresses the broader questions (above) that underlie muchof the practical and theoretical scholarship in learning throughwriting.
This qualitative, descriptive study uses various research designsby Miles and Huberman (1984), Goetz and LeCompte (1984) and othersfor data collection and analysis. Data collection consists ofopen-ended interviews with the three participants and crossreferences these interviews with their course materials and studentevaluations. Informal interviews with students and administrators todetermine their perceptions of learning through writing strategiesalso informs the data collection and analysis.
Results of the study show that prior perceptions toward writingand writing experiences are motivating factors for interest in usingwriting as a pedagogical strategy to increase student participationand their understanding of course content. These positive attitudesand subsequent validation of writing as a learning tool reinforcetheir perceived success of student outcomes.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(4) Title: THE TEAM INSTRUCTIONAL PRESCRIPTIONS (TIP) THEORY: A SET OF INTEGRATED MODELS FOR PRESCRIBING INSTRUCTIONAL STRATEGIES FOR TEAMS
Author:ARMSTRONG, RICHARD B.
School:INDIANA UNIVERSITY
Degree: EDD . pp: 188
Advisor: REIGELUTH, CHARLES M.

Research Problem: The purpose of the Team Instructional Prescriptions (TIP) Theory is to prescribe a set of systematically integrated models fordesigning instruction for teams. The structure of the theory is basedon Reigeluth and Merrill's conditions-methods-outcomes framework, inwhich instructional methods are prescribed based on giveninstructional conditions and desired instructional outcomes.

The TIP Theory contains two interrelated instructional outcomes:effective, efficient teamwork and effective, efficient team taskperformance. These outcomes can be attained by prescribing concurrentinstructional methods for both team development and task performancebased on instructional conditions.

The TIP Theory contains three sets of instructional-conditionvariables: team development stages (forming, performing I, andperforming II); task process dimensions (procedural/interdependent,procedural/independent, transfer/interdependent, andtransfer/independent); and how tasks relate to each other(subordinate, coordinate, and superordinate). These three sets ofconditions define 36 unique instructional conditions, which drive theselection of instructional methods.

The instructional methods consist of three types: organizationalstrategies, mediational (or delivery) strategies, and managementstrategies. The organizational strategies prescribe how to organizeinstruction (e.g., sequencing) for teams. The mediational strategiesprescribe methods for conveying the instruction to the learners. Themanagement strategies prescribe when to use the organizational andmediational strategies during the instructional process.

The TIP Theory integrates the instructional conditions andinstructional methods into three models structured on the teamdevelopment stages. Thus, for a recently-formed team, the FormingTeam Model prescribes specific instructional methods based on thefour task process dimensions and the three team task relationships.

The TIP Theory is evaluated against instructional theory criteriadeveloped by Reigeluth, Snow, and others. It is also evaluated interms of usefulness in designing a training manual for militaryteams.

Forms of Curriculum Inquiry employed in this Dissertation: Theoretical-evaluative

(5) Title: LITERARY LOGIC: THE UNIVERSITY LITERATURE CLASS IN THE AGE OF THE COMPUTER (HYPERTEXT)
Author: BALL, KIM
School:INDIANA UNIVERSITY
Degree: PHD pp: 203
Advisor:GRAY, DONALD J.

Research Problem: Scholars of English literature have long regarded science and technology as antithetical to the study of the humanities, buttechnology is infiltrating the English department. In this study lexamine the use of computers in the college English literature classin the context of current critical and pedagogical theory.

Hypertext is the most commonly used type of application in theuniversity literature classroom. Extreme claims have been made forhypertext: hypertext "instantiates" all sorts of literary theories,models the way the mind works, and so on. Case studies of hypertextapplications in literature classes at Brown University, the Collegeof Wooster, and the University of Texas at Austin allow for closeexamination of these claims.

Interactive tools other than hypertexts, including drill andpractice programs, story generators, and multimedia programs, arealso being used in computer-assisted instruction in collegeliterature classes. Case studies of classes at IndianaUniversity/Purdue University at Indianapolis, the College of Wooster,and Stanford University permit analysis of the usefulness of theseinteractive tools.

The most effective applications of computer technology in theEnglish literature class allow students to actively engage in theacademic conversation. Students in these classes are not justabsorbing information; they are also helping decide what informationis relevant, what the parameters of the literary discussion are tobe. The dynamics of these classrooms are changing; studentsself-consciously employ intertextual approaches to learning, the roleof the teacher changes from that of authoritative arbiter of meaningto that of facilitator, students accept increased responsibility formeaning-making, and the classroom becomes a community of activelearners working collaboratively.

Such changes, whether facilitated by the use of computers orotherwise, are necessary if the teaching of English literature isgoing to remain relevant to a changing student population in a worldwhere, for many people, reading is no longer a primary mode ofinformation gathering.

(Note: The dissertation includes an appendix listing relevantclassroom applications, computer bulletin boards and discussiongroups, electronic and print journals, centers and associations.)

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-deliberative

(6)Title:PERCEPTIONS OF THE TWELVE STEP PROGRAM AS CURRICULUM (ALCOHOLISM)
Author: BURKE, ROBERT WAYNE
School: INDIANA UNIVERSITY
Degree: PHD , pp: 477
Advisor: OVERLY, NORMAN V.

Research Problem: In this ethnographic inquiry, the curriculum-as-lived-experience was examined from a phenomenologicalperspective. Employing both participant observer and open-endedinterviewing methods, the researcher joined with five other adultchildren of alcoholics (ACOA) to form a self-help/mutual-aid supportgroup. The formal curriculum used by the group was The 12 Steps forAdult Children and an accompanying working guide. Three case studiesresulted from the

transcriptions and analyses of 15 videotaped weeklymeetings and the corresponding individual interviews.

The study was conceptually grounded in four theoreticalframeworks drawn from curriculum studies, perceptual psychology,self-help groups, and ACOA Twelve Step recovery. Two primary foci ofthe study included the determination of how the individualparticipants perceived the curriculum and identification of thepersonal meaning they discovered therein.

As a result of illuminating the intrapersonal and interpersonalfeatures of the curriculum, a more thorough understanding of theexperiential domain became possible. The descriptive analysescontained in the three case study reports revealed that there waswide variation in the perceptual and meaning-making processes engagedin by the participants. In addition, vast differences were identifiedin the manner in which the group members applied the curriculum tothemselves and their daily lives.

The descriptive analyses offer insights into the nature of theexperiential domain of the Twelve Step Program when engaged as aself-help curriculum by adult children of alcoholics. Emergentpersonal themes discovered in the data were subsequently interpretedon the basis of the theoretical expectations embedded in the fourfoundational frameworks.

Implications for the theoretical development and practicalapplication of curriculum studies emerged from the data analyses. Ofparticular significance was the assertion that a comprehensiveunderstanding of any curriculum is incomplete unless the experientialdomain is integrated into the theoretical construct. In terms ofcurriculum development and design, the findings suggest that theseactivities could be improved if they were grounded in the perceptualphenomenology of the individual learner. The findings also suggestedthat the research methodology employed in this study could be appliedto experiential domain inquiry in the K-12 public school setting.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(7) Title: CLASSROOM-BASED CURRICULUM DEVELOPMENT: A CASE STUDY (RESTRUCTURING)
Author: CHERNG, HORNFAY
School: INDIANA UNIVERSITY
Degree: PHD pp: 302
Advisor: OVERLY, NORMAN V.

Research Problem: The primary problem of this inquiry was to identify the processes and strategies of classroom-based curriculum development.Classroom-based curriculum development (CBCD) was defined as amulti-faceted process in which the teacher develops his/her ownclassroom curriculum in a conscious effort to reform or replace thetraditional curriculum that was in place. This inquiry was a casestudy of an elementary school teacher's effort to develop herclassroom curriculum. Ethnographic methods and procedures were usedfor data collection, starting in January 1992 and ending in May 1993.Data were analyzed inductively to generate evidentiary warrant forthe assertions made by the inquirer. It was found that CBCD was acontinuous struggle to overcome a curriculum vacuum that exists inmany classrooms. A curriculum vacuum was defined as the discrepancybetween curriculum expectations and perceptions of curriculumrealities. This study showed that overcoming the curriculum vacuum--ahighly difficult task--required a fusion of curriculum expectationsamong major stakeholders, a shared understanding of curriculumrealities, and an adequate supply and use of curriculumresources/capital.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic

(8) Title: THE CONVERGENCE OF ZEN PHILOSOPHY AND HABERMAS' CRITICAL THEORY FOR DESIGNING METACOGNITIVE LEARNING AND INSTRUCTION (HABERMAS JURGEN)

Author: LI, MING-FEN
School: INDIANA UNIVERSITY
Degree: PHD pp: 205

Research Problem: The purpose of this study was to illuminate metacognition beyond the skill level, aiming at providing critical insights forpractitioners to design metacognitive learning/teaching. The ultimategoal was to construct a framework for designing the illuminatedconceptions of metacognition. The methodology comprised illuminativeanalysis of metacognition, historical synthesis of Zen teaching,critical analysis of instructional design, and convergence of twodifferent modes of thinking--Zen and critical theory.

To extend people's understanding of metacognition beyond theskill level, the study first applied Chinese Zen philosophy touncover the nature and neglected facets of metacognition, and itsrelationship to other mental processes within the self-system. Asynthesis and analysis of Zen teaching was then undertaken toilluminate alternative teaching perspectives on metacognition. Thestudy also applied Habermas' three fundamental human interests tocritically analyze the practice of instructional design in order totake into account the social dimension of instructional design, andto uncover the power relationship embedded in the design process.Finally, the study integrated the spirit of Zen philosophy--thegradual and sudden enlightenment--with the three design approachesderived from Habermas' theory, technical, practical and emancipatory,to construct a design framework for metacognition.

The results of this study encompassed a set of new conceptions ofmetacognition, a synthesis of Zen teaching, three design approachesderived from Habermas' theory, and a design framework whichintegrated the previous results. It was expected that such a designframework would provide school teachers or instructionaldesigners/consultants with illuminative perspectives and criticalinsights for designing metacognitive learning/teaching. Theintegration of Zen philosophy and Habermas' critical theory should beregarded as a source for expanding our repertoire of thinking andaction on design, rather than a restriction to the boundary of eitherthe western or eastern culture. Since the design framework consistedof various levels of metacognition, and two major different levels ofdesign (the gradual and sudden), it could be applied to a widevariety of learners and divergent contexts.

Forms of Curriculum Inquiry employed in this Dissertation: Theorethical

(9) Title: UNDERSTANDING RELATIONSHIPS BETWEEN BEGINNING ELEMENTARY TEACHERS' MATHEMATICS BELIEFS AND TEACHING PRACTICES (TEACHER BELIEFS)

Author: RAYMOND, ANNE MILLER
School: INDIANA UNIVERSITY
Degree: PHD pp: 380
Advisor: KLOOSTERMAN, PETER

Research Problem: I investigated six beginning elementary teachers' beliefs about mathematics and mathematics pedagogy and began to unravel themysterious relationship between mathematics beliefs and teachingpractices. Studies have shown that there are times when one'smathematics teaching practice is consistent with one's mathematicsbeliefs, and there are times when it is not. However, the questionmathematics educators might ask today is, "What are the primaryfactors that influence the levels of consistency between mathematicsbeliefs and practices?" An additional question that

might also beasked is, "To what extent and in what ways do teacher educationprograms influence the relationship between mathematics beliefs andteaching practice?"
To provide a conceptual framework for my study of therelationships between mathematics beliefs and practice, I developed amodel of the relationships prior to the investigation. Data collectedthroughout the study helped to clarify and revise my model.
The analysis of the data included careful examination of (a) thesix teachers' mathematics beliefs, in which I noted the primaryinfluences on each teacher's mathematics beliefs, (b) the teachers'teaching practices and their connections to their beliefs, includinga comparison between teachers' beliefs and practices, identifying themajor influences on their beliefs and their explanations for theinconsistencies between their beliefs and practices, and (c) themodel of the relationships between beliefs and practice, where Ipresent a revised model of the relationships between beliefs andpractices that emerged from discussions with the six teachers, payingparticular attention to the role that the teacher education programplayed in the model.
The results of the investigation showed that prior schoolexperiences and prior teaching experiences were the primaryinfluences on the six teachers' mathematics beliefs. However, themathematics beliefs and the behaviors and abilities of students werethe key influences on the teachers' practices. In addition, theteachers identified time constraints and lack of resources as themain causes for inconsistencies between their mathematics beliefs andpractices. Another result worthy of note is the fact that theteachers expressed that their teacher education program had amoderate level of influence on their mathematics beliefs, but only asmall amount of influence on their teaching practices. (

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological

(10) Title: THE HEART OF THE SYSTEM: THE EFFECTS OF RESTRUCTURING POLICIES ON THE CURRICULAR, INSTRUCTIONAL, AND ORGANIZATIONAL PRACTICES OF ONE TEACHER
Author: WILLIAMS, SCOTT ANDREW
School: INDIANA UNIVERSITY
Degree: PHD pp: 188
Advisor: OVERLY, NORMAN V.

Research Problem: As a result of the example set by their own teachers and the organization of traditional public schools, teachers work withstudents, make their classroom and curricular decisions, and fulfillnearly all their responsibilities in isolation from their colleagues.The public school restructuring movement offers a challenge to thatstate of isolation by calling for increased teacher collaboration.The various definitions of restructuring anticipate some degree ofrole modification for teachers by expecting new levels ofresponsibility, involvement, and collaboration.
Policy initiatives intended to encourage restructuring mustresolve the inherent tension between influences toward greatercollaboration and the historic, organizational, and personalinfluences to teach in isolation. The school change and restructuringliterature document the importance of having ground level support forreform initiatives. This study looked for evidence of such support inthe classroom of a teacher in a restructuring school, to examine theinfluence restructuring efforts are having on her practice. This case study was designed to include a history of theteacher's practice prior to the beginning of the restructuringefforts in her building. This history was developed by interviewingcolleagues, former supervisors, and the teacher herself, andreviewing the teacher's reflective journals from her beginning years. The researcher shadowed the teacher once a week; observed staffmeetings, board meetings, and parent meetings; participated in schoollife by serving as a consultant one day a week supervising schoolvisitors; maintained a collaborative journal with the teacher;reviewed school

documents relating to the restructuring process; andregularly discussed, with the principal and other staff members, theissues, concerns, and daily crises that were part of the life of thisschool. Among the findings are that this teacher, despite her personalinclination, her history of working closely with others, and herwillingness to be reflective, found collaboration to fit comfortablywith her organizational role but was resistant to it in her classroomroles as curriculum developer, instructional strategist, and peermentor. Restructuring initiatives that do not address the issue ofteacher isolation, from schedules and daily responsibilities toteacher training and role definition, may be less effective thanproponents intend. Training in and support for use of collaborativestrategies may be an essential approach to overcoming the entrenched,isolated nature of public school teaching.

Forms of Curriculum Inquiry employed in this Dissertation: deliberative

(11) Title: META-ANALYSIS: EDUCATIONAL STRATEGIES TO PROMOTE VALUE DEVELOPMENT (MORALS)
Author: KOEPKE, ANDREA LEE WILKE
School: INDIANA UNIVERSITY SCHOOL OF NURSING
Degree: DNS pp: 250
Advisor: FROEBE, DORIS

Research Problem: One hundred and eleven studies were compiled to study the most effective methods of promoting value development. The issue ofvalue development dates back to the time of Socrates, but remainsrelevant and vital in modern day society. Due to the changing natureof the American family and the increasing responsibility of theschool in value promotion, this issue has received prominence at thenational level. This study questioned what educational strategy wouldbe most effective in promoting value development. The most effectiveamount of treatment, the most receptive subjects in terms ofeducational length, and the best length for a developmentalintervention were addressed. The current study asked if the decadewhen the study was conducted had any relationship to effectivenessand whether published studies were more effective than unpublished inpromoting value development.

The meta-analysis procedure was used and two analyses wereperformed. The first included 111 studies and found case studies tobe the most effective educational strategy. The second analysesremoved 21 heterogeneous studies and found that case studies andKohlberg's Plus one strategy generated the same effect size. Six to12 hours of treatment were found to be the most effective andinterventions that lasted from three to six weeks yielded the mostvalue development. Also, students in pre-school and in high schoolwere the most receptive to these interventions. The studies conductedin the 1970's produced the most value development. Also, theoverwhelming majority of the studies were conducted during thisdecade. Unpublished studies generated the highest effect size, afinding that was in contradiction to the literature. A critique ofthe meta-analysis procedure was also performed.

The findings in this study indicate that value development can bepromoted through educational methods advocated in Bandura's SocialLearning Theory. In contrast to narrative reviews, the meta-analysistechnique allows one to synthesize data quantitatively acrossliterature leading to precise and technical information about thevariable. However, meta-analysis continues to be surrounded bycontroversy.

Forms of Curriculum Inquiry employed in this Dissertation: philosophical

(12) Title: AN ANALYSIS OF CENSORSHIP IN PENNSYLVANIA: FINDINGS AND IMPLICATIONS
Author: CHAKOT, MARY JANE

School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: EDD pp: 96
Advisor: MCFEELY, DONALD C.

Research Problem: This study was designed to investigate the status of censorship and corresponding censorship policy in the public schoolsof Pennsylvania. Specifically, this research established: (1) thenumber of districts that have written policies and how long thepolicy has been in existence; (2) the number of censorship challengesfrom responding public schools during the last five school terms; (3)the number of challenges that occur in different school communitiesin Pennsylvania; (4) the specific objections initiating thechallenges; and (5) the grade level of instruction having classroomchallenges most frequently.

Five questions were analyzed in this study: (1) Do schooldistricts in Pennsylvania have written policies on censorship? (2)Has there been an increase in censorship in the last five years? (3)Do challenges to classrooms and library materials occur in schools inall types of communities in Pennsylvania? (4) What specific reasonsand individual objections are causing challenges in school districtsin Pennsylvania? (5) At what level of instruction do classroomchallenges most frequently occur? The findings of the study led to the conclusion that: (1) schooldistricts need to establish a materials selection policy, a procedurefor handling complaints, and a public relations program; (2) schoolpersonnel should be in-serviced as to the possibility of challengesoccurring and methods to respond to such challenges; (3) parents andthe community should be kept informed of the books children arereading and the various reading programs available; (4) teachersshould be able to justify in writing potential controversialmaterials; and (5) educators should seek to build strong relationswith local citizens of all backgrounds and with various communitygroups. Recommendations were made to school districts and implicationsfor further studies were discussed. Appendices include theCensorship/Challenge questionnaire, introductory letter, and theCensorship Challenge questionnaire with responses.

Forms of Curriculum Inquiry employed in this Dissertation: deliberative

(13) Title: STRATEGIC COMPREHENSION CURRICULA AND DIRECT EXPLICIT INSTRUCTION: AN EXAMINATION OF BASAL READING SERIES
Author: MO, WEIMIN
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: EDD pp: 75
Advisor: MCFEELY, DONALD

Research Problem: The purpose of this study was to analyze four basal reading series to determine if publishers have included comprehensioninstruction based on recent findings related to readingcomprehension. The four basal reading series examined in this studywere all published since 1991. Every activity suggested in teachers'manuals was examined for the purpose of this study.

Six hypotheses were examined in this study: (1) Strategiccomprehension instruction is emphasized in recent editions of basalreading series. (2) Strategic comprehension is taught across gradesin recent editions of basal reading series. (3) Direct explicitinstruction is extensively used for teaching comprehension in recenteditions of basal reading series. (4) Pre-reading activitiessuggested in teachers' manuals are concentrated on activatingstudents' prior knowledge in recent editions of basal reading series.(5) The teachers' manuals in recent editions provide more activitiesof instruction for intermediate grades than for primary grades. (6)Recent editions of basal reading series have higher percentages ofsuggestions for preparation and instruction to the total suggestedactivities than the series used in Durkin's (1980) study.The first four hypotheses were accepted and the fifth and sixthhypotheses were rejected. The findings

of this study led to theconclusions: in recent editions of basals, (1) strategiccomprehension instruction was emphasized; (2) strategic comprehensionwas taught across grades; (3) direct explicit instruction wasextensively used for teaching comprehension; (4) pre-readingactivities suggested were concentrated on activating students' priorknowledge; (5) teachers' manuals did not provide more instruction forintermediate grades than for primary grades; and (6) there were notmore suggestions in proportion for preparation than the series inDurkin's (1980) study. Recommendations were made for teachers and administrators.Implications for further study were discussed.
Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-normative

(14) Title: AN EVALUATION OF THE INFLUENCE OF A PROBLEM-CENTERED MATHEMATICS COURSE ON THE BELIEFS PRESERVICE ELEMENTARY SCHOOL TEACHERS HOLD ABOUT MATHEMATICS (TEACHER BELIEFS)
Author: EMENAKER, CHARLES EDWARD
School: INDIANA UNIVERSITY
Degree: PHD pp: 221
Advisor: KLOOSTERMAN, PETER W.

Research Problem: This study examines the impact that T104, a mathematics content course for preservice elementary education teachers (PSTs),has on challenging the beliefs PSTs hold with respect to mathematicsand themselves as doers of mathematics. T104 employs aproblem-solving approach to instruction with cooperative learning,alternative assessment, and reflective writing to help the PSTsdevelop a conceptually based understanding of mathematics. Theproblem-solving approach is used in T104, at least in part, toencourage the PSTs to rethink some of the mathematical beliefs theyhold.

In December of 1992, nine PSTs were interviewed to gain insightinto changes that occurred to their belief systems and what aspect(s)of T104 were instrumental in producing these changes. In January andApril of 1993, 107 PSTs who were enrolled in T104 at that time,completed surveys intended to measure how strongly they subscribed tofive mathematical beliefs. Comparisons of the January and April dataprovided insight into the degree to which these beliefs wereinfluenced while enrolled in T104. Statistically significant (p $<$.005) positive changes wereobserved for beliefs about to the need for step-by-step procedures todo mathematics (STEP), memorization being essential to success inmathematics (MEMORY), and only very intelligent people are able tounderstand mathematical concepts (UNDERSTAND). A statisticallysignificant (p $<$.05) positive change in the belief that there isonly one way to correctly solve any mathematics problem (SEVERAL) wasalso obtained. No statistically significant change was observed inthe belief that problems taking more than five to ten minutes areimpossible (TIME). When beliefs changes were studied by achievementlevel, students with final grades of A or B in T104 showedstatistically significant changes (p $<$.005) in STEP, MEMORY, andSEVERAL and STEP, MEMORY, and UNDERSTAND respectively. Nostatistically significant changes in beliefs were observed in thosegroups of students scoring a C, D, or F for the course. Students whowere interviewed consistently reported increased confidence in theirmathematical abilities as a result of T104. Most of these studentsalso reported an increased likelihood of using the innovativeinstructional approaches from T104 in their own classrooms.
Forms of Curriculum Inquiry employed in this Dissertation: evaluative-scientific

(15) Title:METACOGNITIVE AWARENESS OF PROSPECTIVE ELEMENTARY TEACHERS IN A MATHEMATICS CONTENT COURSE AND A LOOK AT

THEIR KNOWLEDGE, BELIEFS AND METACOGNITIVE AWARENESS ABOUT FRACTIONS
Author: SANTOS, VANIA MARIA PEREIRA DOS
School: INDIANA UNIVERSITY
Degree: PHD pp: 465
Advisor:LESTER, FRANK K. JR.; SCHWANDT, THOMAS

Research Problem: This dissertation examines preservice teachers' metacognitive awareness of themselves as learners and potentialteachers in the context of a mathematics content course (T104). Thisstudy also explores the influence of the T104 course on students'understanding, beliefs, and metacognitive awareness about fractions.T104 combines the use of problem solving, cooperative learning,alternative assessment, and systematic reflectiveness to helpstudents rethink their belief systems about mathematics, and clarifyand deepen their mathematics understanding.

From January to May 1991, a T104 class of 26 students wasobserved for 15 weeks. Students were observed while exploring andtalking about mathematics. Classroom observations, four interviewswith each of the eight students from this class, and documentanalysis of students' work form the bulk of the artifacts examined inthe study. The pedagogical innovations of T104 challenged students'conceptions about mathematics and mathematics pedagogy. In class,students were exposed to a variety of problem-solving activitieswhere they had to reconsider previously studied mathematics topicsand begin to actively question why concepts and procedures workinstead of just accepting that the goal for learning mathematics isto find correct solutions.

This study suggests that beliefs about mathematics andmathematics pedagogy can be challenged and can begin to change whenstudents are given the opportunity to take control of their ownlearning. Students who were already somewhat metacognitively-aware oftheir mathematics knowledge and were willing to learn in a meaningfulway broadened their mathematical understanding and enhanced theirmetacognitive awareness of themselves as learners. However, onesemester of an innovative instructional approach is insufficient tofully develop the metacognitive awareness of students at varyinglevels of motivation, willingness to learn and awareness ofthemselves as learners.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic.

(16) Title: CHARISMATIC TEACHING: AN EXPLORATORY STUDY OF TEACHER BEHAVIORS AND STUDENT PERCEPTIONS
Author: ARCHER, AUSTIN CAMERON
School: INDIANA UNIVERSITY
Degree: PHD pp: 156
Advisor: GLIESSMAN, DAVID H.

Research Problem: In the field of education, theories of group leadership have been applied to the study of teachers as administrators and asleaders of their peers, but not often to the study of teacherbehavior in the classroom setting. This study is based on theproposition that the class can fruitfully be treated as a group forthe purpose of examining the teacher's role as a group leader, andspecifically, that charismatic leadership theory can lend fruitfulinsights in the study of teacher behavior in the classroom.

The objective of the research was to explore the nature ofcharismatic teaching, its relationship to teacher recognition (i.e.,the formal acknowledgement of outstanding teaching) and to otherteacher, student and classroom variables. College students, teachers, and administrators were interviewedto determine their perceptions of

charismatic teachers. Interviewdata were reported and discussed. Based on these interviews, ameasure of charismatic teaching was developed. This measure wasadministered to 19 college classes of 10 recognized and 9unrecognized teachers. Recognized teachers were found to be significantly morecharismatic than unrecognized teachers. Factor analysis of the itemsin the measure found charismatic teaching to consist of threeindependent factors relating to personal empathy, personal intensity,and intellectual challenge. Regression analyses were performed using the responses of 474students from 19 college classes. It was also found that personalempathy and student gender were predictive of student trust, andpersonal empathy and personal intensity as well as subject beingtaught were predictive of student commitment. Teacher and studentgender, student ethnicity, and student age were not found to bepredictive of charismatic teaching. Theoretical and practicalimplications of these findings are discussed.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(17) Title: EFFECTS OF STRATEGY TRAINING AND CLASSWIDE PEER TUTORING ON THE READING COMPREHENSION OF STUDENTS WITH LEARNING DISABILITIES
Author: MOORE, ANN RACHELLE
School: INDIANA UNIVERSITY
Degree: PHD pp: 177
Advisor: CUMMINGS, JACK A.

Research Problem: The rate at which students with special learning needs are reintegrated into mainstream environments lags considerably behindsoaring identification and placement rates (Annual Report toCongress, 1990). In response, researchers have begun to developmethods of efficiently and reliably transferring students fromresource to mainstream environments. The purpose of the present studywas to examine the combined effects of strategy training (ST), apreparatory intervention for reintegrating students into mainstreameducation, and classwide peer tutoring (CWPT), a method ofaccommodating in regular education environments the unique learningneeds of students with learning disabilities.

Subjects were 22 students in grades two through five withidentified learning disabilities in reading. Students were assignedto one of four conditions; (a) ST and CWPT, (b) ST and CWPT Control,(c) ST Control and CWPT, or (d) ST Control and CWPT Control. Prior toreintegration, students participated in a structured strategycurriculum or fluency activities, designed to control for thestrategy instruction. These activities took place in five, one hourinstructional periods and occurred immediately before the students'transition from special to general education classrooms. Uponreintegration, students transferred into either pre-established CWPTenvironments or conventional reading classes. CWPT was implementedthree days per week in 35 minute sessions.

Data were collected on a variety of comprehension measures atthree points in time: (a) prior to intervention, (b) followingstrategy activities and immediately prior to reintegration, and (c)following six weeks in mainstream reading. The effectiveness of theinterventions was assessed through 2-between (i.e., ST and CWPT),1-within (i.e., Time) repeated measures ANOVAs.

Results indicated that strategy trained students experiencedsignificant comprehension growth over their non-trained counterpartswhen assessed immediately following the training. However, there wasno evidence that the positive impact of the training transferred toor was maintained following reintegration into the mainstream.Students who transitioned into CWPT environments demonstratedsignificant comprehension improvement over their controls. Resultsindicated no benefits of the combined impact of

strategy training andCWPT as part of the reintegration effort. Implications for researchand practice are discussed.
Forms of Curriculum Inquiry employed in this Dissertation: scientific

(18) Title: A MICROETHNOGRAPHY OF LITERATURE-BASED READING AND WRITING
INSTRUCTION IN A WHOLE LANGUAGE CLASSROOM WITH 'AT-RISK' ADOLESCENTS (AT RISK, READING INSTRUCTION)
Author: STRICKLAND, KATHLEEN M.
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: PHD pp: 377
Advisor: MCANDREW, DONALD A.

Research Problem: This study describes the impact of a literature-based approach to the teaching of reading and writing on adolescents whowere labeled "at-risk." This qualitative study used ethnographicresearch techniques to enter the culture of one whole languageclassroom in order to determine the effect of literature-basedinstruction on the literacy behaviors and attitudes of "at-risk"students, learners who had previously had difficulties with readingand writing.
Data--in the form of field notes, interviews, and artifacts--wasgathered over a fifteen-month period in a self-contained classroom often students. The data was analyzed to determine the effect ofliterature-based instruction on the literacy attitudes and behaviorsof the students in the classroom and how such instruction influencedlearning across the curriculum. Anecdotes about individual studentswere used to describe their perceptions of themselves as readers,writers, and learners. The role and influence of the classroomteacher on literacy learning was also described.
The findings of this study suggest that students become moreengaged in reading and writing when literature-based instructionprovides them with a context and purpose for reading. The findings ofthis study suggest the importance of the students' perceptions ofthemselves as learners on their growth as readers and writers. Thefindings of this study further suggest the importance of theteacher's role as literacy model and facilitator on the students'literacy attitudes and behaviors.
The results of the analysis carried out in this study demonstratethat teachers must look beyond labels such as "at-risk" to see whatstudents can do and must look for ways to make literacy a needed anduseful part of students' lives. Finally, the study offers suggestionsfor further research.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(19) Title: DESIGNING COMPUTER ICONS: THE RELATIVE EFFECTIVENESS OF VISUAL COMPLEXITY ON RECOGNITION MEMORY (ICONS)
Author: CHEN, PAI-LIN
School: INDIANA UNIVERSITY
Degree: PHD pp: 162
Advisor: DUFFY, THOMAS M.

Research Problem: The present study examined the following research question: "Does the degree of visual complexity in an icon affect theuser's response accuracy and reaction time on recognition memorytests?" To address this question, two experiments were conducted: thefirst dealt with defining information density in incons and

withassembling a stimulus pool for the main experiment. The mainexperiment measured the effect of visual complexity on both immediateand delayed recognition memory.
In the first experiment, ten subjects judged 125 icons for lowand high information density on a scale of 1 to 10. This activityprovided the researcher with a stimulus pool of 114 icons.
In the main experiment, the 114 icons were ranked and groupedinto six treatment conditions, and presented to subjects. Subjectswere asked to view a series of 38 target icons in a learning session.Each image was shown for two seconds, with a 2-second blank-screeninterval between presentation of each image. Subjects were then givena simple, 3-minute arithmetic test as a filler activity. Then, in theimmediate recognition memory test, subjects viewed the 38 targeticons randomly intermixed with a set of 38 distractor icons.Subjects' task was to indicate whether or not they had seen each iconin the learning session. The original distractor icons were replacedby a new set of 38 distractors and, one week later, subjects repeatedthe task in the delayed recognition test.
The data analysis indicated that, in response accuracy, subjectsdeviated significantly within two variables: information density andicon type. But, no statistical significance was found in subjects'response accuracy in terms of color or recognition interval. Thesefindings, contrary to the researcher's hypothesis, suggested thatvisual complexity had a positive effect on recognition memory. The results of the present study indicated that visual complexityfacilitated computer users' recognition memory. Therefore, icondesigners should incorporate enough visual information for computerusers to make the optimal number of eye fixations necessary toprocess the image efficiently.
Forms of Curriculum Inquiry employed in this Dissertation: scientific

(20) Title: THE EFFECTS OF GOAL STRUCTURE ON COLLEGE STUDENTS' DOS TASK ACHIEVEMENT AND THEIR ATTITUDE TOWARD THE STRUCTURE
Author: TSAY, WENRONG TIMOTHY
School: INDIANA UNIVERSITY (0093)
Degree: PHD pp: 128
Advisor: HUGHES, LAWSON H.

Research Problem: The relative effects of cooperative, competitive, and individualistic learning conditions ("goal structures") onachievement on a DOS task by college students using acomputer-assisted tutorial program was studied. Interaction betweenthese three learning conditions and two levels of prior computingexperience was also studied.
The two independent variables were combined in a factorialdesign. The study was implemented in several sessions of a computerliteracy class, Education W200, using a computer tutorial program.There were 65 participants in this study. Participants in eachlearning condition completed a pre-test, went through a tutorialprogram, responded to a post-test and an attitude survey. Pairedparticipants in the cooperative and competitive learning conditionshad been matched according to their prior computing experience. Ineach pair, each member learned a separate part of the tutorialprogram and spent five minutes tutoring his or her partner beforethey learned a final part together. Participants in theindividualistic and cooperative learning conditions were told thatthey were expected to achieve 80% mastery, whereas participants inthe competitive learning condition were encouraged to achieve thehighest possible performance in order to claim a monetary reward.
The statistical significance of experimental effects wasdetermined through analysis of covariance for factual recall, andthrough analysis of variance for problem solving. The findings wereas follows: With respect to factual recall, the individualistic andcooperative

learning conditions were significantly superior to thecompetitive condition, but these two conditions were notsignificantly different from each other. With respect toproblem-solving, the individualistic learning condition wassignificantly superior to the cooperative and competitive conditions,but these latter two conditions were not significantly different fromeach other. Participants across the three treatments did not differin their attitude toward the tutorial program. Participants inindividualistic learning, however, had a more positive attitudetoward the goal structure than those in competitive learning. Theseresults are discrepant with a number of previous studies. Possiblereasons for these discrepancies are discussed.

Forms of Curriculum Inquiry employed in this Dissertation: scientific

(21) Title: INDIVIDUALLY PRESCRIBED INSTRUCTION: A STUDY OF PLANNED CHANGE AND TECHNOLOGICAL INNOVATION
Author: WASHINGTON, JOANNE ALFREDA
School: INDIANA UNIVERSITY
Degree: PHD pp: 226
Advisor: HEINICH, ROBERT T.

Research Problem: Individually Prescribed Instruction (IPI) was a widely dispersed individualized learning program popular during the 1960sand early 1970s. Advanced as an alternate to teacher centeredlock-step group instruction, IPI emerged as one of the most utilizedprograms of this era. After 10 years of apparent success and millionsof dollars in federal, state, and local aid, IPI was abandoned. Thepurpose of this historical study of planned change was to investigatethe causes of IPI's failure from an instructional technologicalviewpoint.

Research data were gathered through an extensive review ofdocuments and records which described IPI's design, development, andusage within the school system. Oral interviews were conducted toobtain primary data on users' actual experiences. School districtfinancial records were then analyzed to establish funding patterns asan indicator of potential resources for innovation support. Major findings suggested that the failure of this planned changeattempt could be attributed in part to IPI's design as an open-endedinstructional innovation. In most instances, the adopting systemhaving the freedom to adapt IPI to meet their particularspecifications, tampered with the original intent and design.Evidence that a set of agreed upon evaluative criteria that wouldestablish measures of program success were also not found. Predictiveindicators that identified program weaknesses were insufficient tocounter resistance from the adopting system. Principles attributed tothe field of engineering science were used to characterize IPI'scollapse as a "structural failure". This study recommends acceptance of engineering structural designconsiderations and the perspective of educational organizations asloosely coupled systems when observing technological instructionalinnovations within educational organizations. Before new educationalimprovement initiatives are enacted, past attempts should be examinedto avoid making the same mistakes in the future.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-historic

(22) Title: 'SHOT THROUGH WITH STREAMS OF SONGS': EXPLORATIONS OF INTERPRETIVE RESEARCH METHODOLOGY
Author: BLOOM, LESLIE REBECCA
School: INDIANA UNIVERSITY
Degree: PHD pp: 426
Advisor: SCHWANDT, THOMAS A.

Research Problem: Based on data gathered through ethnographically informed life history methodology, this doctoral dissertation has a dual focuson interpretative theory and feminist interpretive methodology. Eachinterpretive chapter demonstrates how a particular interpretivetheory illuminates different aspects of the life history narrativesof two feminist educators, particularly focusing on how therespondents' subjectivities are constructed and reconstructed in thetelling of their stories. I also critique both the interpretivetheories and my interpretations in order to simultaneously constructand deconstruct the act of interpretation. The interpretive methodsused in this study are drawn from feminist, literary, psychoanalytic,philosophical, postmodern, and political theories. Theinterpretations demonstrate both the complexity of interpretingwomen's subjectivity and the importance of using interdisciplinaryinterpretive theories for interpreting subjectivity. Themes in thenarratives that I interpret include subjectivity and the body;subjectivity and gender identity; and subjectivity andself-representation. Further, using theories of feminist methodology,I analyze the research process itself, both through a criticalself-reflection on my role as researcher, as well as through acollaborative analysis of research relationships with therespondents. This study demonstrates not only how the diverseinterpretive methods I use function within the context of a study ofethnographic data and personal narratives, but also how feministapproaches to qualitative methodology can be used to informqualitative inquiry.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(23) Title: SUBSTITUTE TEACHING: PROBLEMS AND RECOMMENDATIONS

Author: ARMSTRONG, DAVID ANTHONY
School: INDIANA UNIVERSITY
Degree: EDD pp: 125
Advisor: BRILL, ARTHUR

Research Problem: Substitute teaching is a major part of what happens within a school. The number of school days a regular teacher is absent fromthe classroom is on the increase. The days the regular teacher isgone from the classroom creates a problem for themselves, theadministrators, students, and substitute teachers. Yet, the problemsassociated with the substitute teaching program continue and no oneseem interested in resolving this dilemma.
This is descriptive study that identifies problems in thesubstitute teaching program in a large metropolitan area within theState of Indiana. This study also proposes recommendations forcorrecting the problems. The participants in the study includedcentral office personnel, building level administrators, substitutecenter monitors, school secretaries, department heads, teachers, andsubstitute teachers from two public school districts and twoparochial high schools.
The objectives of the study were to have each of the differentgroups within the districts and schools identify common problemsassociated with substitute teaching. The same groups maderecommendations to improve the overall substitute teaching program.
The methods of data collection included interview surveys andsurvey questionnaires. The questions in the interviews and on thesurveys were the same. The interview population consisted of threepersonnel directors, one director of instruction, all four of thesubstitute center monitors, five school secretaries, five buildinglevel administrators, two department heads, eight teachers, and foursubstitute teachers. Two hundred surveys, 148 for teachers and 52 forsubstitutes, were delivered to four schools. The substitute teachersurvey return was 35 percent. The teacher survey return was 25percent.

The findings in the study enumerate the problems in thesubstitute teaching program, and recommendations on how to resolvethe problems. Data includes perceptions of four different groups ofschool personnel who are involved with substitute teaching.
The most critical area, as perceived by the four groups, are:substitute teacher salaries, substitute teacher training programs,substitute teachers' knowledge about general school information, andregular classroom teachers providing clear and adequate lesson plans.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(24) Title: A CONTENT ANALYSIS OF THE NATIONAL STUDY OF SCHOOL EVALUATION'S PROPOSED 'EVALUATIVE CRITERIA FOR MIDDLE LEVEL SCHOOLS' (SCHOOL EVALUATION)
Author: RIGGLE, MICHAEL DAVID
School: INDIANA UNIVERSITY
Degree: EDD pp: 513
Advisor: PACE, VERNON D.

Research Problem: During the spring of 1989, 13 public and private middle schools from five regional accrediting agencies that varied in size,grade configuration, and were widely dispersed geographically,participated in a pilot study conducted for the National Study ofSchool Evaluation. The purpose of the pilot study was to determinethe efficacy of the National Study of School Evaluation's proposedEvaluative Criteria for Middle Level Schools as an evaluation andschool improvement plan instrument for middle level schools from datasolicited from middle level educators involved in the self-evaluationphase of the accreditation process.
Data were collected utilizing closed and open-endedquestionnaires designed to pinpoint strengths and weaknesses in theten general areas and 13 subject area sections of the instrument, aswell as the Manual, Instructions, and Individual Faculty Datasections. A global assessment of the instrument was also obtainedfrom responses submitted by school steering committee members andbuilding administrators. To standardize data analysis, the closedquestionnaire items were Likert-like, utilizing a five point scale.The responses were then quantified and presented in tabular formutilizing frequency, percentage and mean functions. Analysis of theopen-ended questions was presented in tabular form following asequential four step process involving categorizing, tallying,pervasive combining and screening for inclusion or elimination.
Findings from the data collected support the followingconclusions concerning the Evaluative Criteria for Middle LevelSchools: (1) The Evaluative Criteria for Middle Level Schools iseffective in generating evaluation information in the form ofdescriptions and judgments to aid the development of a comprehensiveschool improvement plan. (2) With appropriate revision and editingbased on the data presented in this study, the Evaluative Criteriafor Middle Level Schools will be a highly effective and flexibleevaluation instrument that meets the specialized needs of middlelevel schools.
Forms of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(25) Title: ANALYSIS OF EXPERT AND LEARNER INTERACTIONS DURING LOOKING AT AND TALKING ABOUT ART ACTIVITIES
Author: WILSON, MARY GWIN
School: INDIANA UNIVERSITY
Degree: PHD pp: 230
Advisor: ZIMMERMAN, ENID

Research Problem: Art production and art history have comprised the basic curriculum for art programs for the last forty years. Recently, therehas been a focus on art criticism and aesthetics activities in artcurricula. One approach for teaching these non-production componentsinvolves "looking at and talking about art" discussion activities. The rationale for this study was to discover what procedures andstrategies an expert instructor used in conducting looking at andtalking about art activities with middle school students. There werethree major goals for the study. The first goal was to determine howspecific components of these activities related to each other, howthey interrelated in groups, and whether there was an organized,pre-planned structure to the components that could be diagrammed anddescribed. The second goal was to use results of the analysis toprovide a base for developing a substantive theory of instruction forteaching looking at and talking about art. The third goal was tocreate a prototype knowledge base for an expert computer system toconduct these activities.

An expert instructor was observed, audio taped, and video tapedwhile conducting looking at and talking about art activities with twoclasses of seventh and eighth grade art students. Follow-upinterviews with the instructor were also conducted. The constantcomparative method of categorization described by Glaser and Straussand included in Lincoln and Guba was used during analysis oftranscripts. A cognitive map of looking at and talking about artactivities and a substantive theory (LATA) of the instructor'sbehaviors and reported thoughts were derived from the data.Conceptualization for the knowledge base used in the development ofan expert computer system was constructed from the data.

In summary, the substantive LATA theory states that suchactivities were successful because: they were well planned; reviewsand introductions were given; effective mechanisms were employed forkeeping students' attention; students' interactions were used indetermining the direction of the discussion by a process ofcontinually folding-in student questions and responses; and treatmentof students was humanistic in nature, i.e. there was genuine respectfor students' interactions.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(26) Title: FORMATIVE RESEARCH ON THE ELABORATION THEORY OF INSTRUCTION
Author: ENGLISH, ROBERT EUGENE
School: INDIANA UNIVERSITY
Degree: EDD pp: 246
Advisor: REIGELUTH, CHARLES M.

Research Problem: This study was designed to find ways to improve the Elaboration Theory (ET) where two different content orientations areof equal importance. Issues of particular interest were: (1) what arethe strengths and weaknesses of Multiple Strand Sequencing whenutilizing ET and (2) how can the individual strategy components beimproved.

The researcher utilized the "formative research" approach. Anelectrical circuit analysis course was designed and developed purelyupon ET's Multiple Strand Sequencing. A series of one-on-oneevaluations was conducted with students to identify strengths andweaknesses of the instruction, and ways of improving it. Since theinstruction was an "instance" of the theory, the results reflectedthe weaknesses and strengths, and ways of improving, the theory. Toimprove ET it was necessary to answer such questions as, What worked?What did not work? What improvements can be made? and Who benefitsthe most from it? The focus was on gathering a detailed data set forfinding tentative answers to these types of questions. Multiple sources of evidence took the form of the investigator'snotes, students' comments, interviews with the students, audio tapesfrom

debriefing sessions, the posttests, and the attitude survey. The outcome of the qualitative data analysis provided insightinto ways of improving the theory. The results of the case study areprovided in the form of data supporting the use of and/or areas ofimprovement in the following methods/tactics: sequencing, analogies,synthesizers, summarizers, epitomes, and learner control. Someexamples of suggested improvements are: labeling of conditions,prompting of analogies, comparing and contrasting of proceduralinformation, relating verbal statements and visual diagrams inanalogies, methods of making epitomes more focused, structuring ofdiagnostic feedback, and required richness of examples and practiceexercises in synthesizers. The instruction performed well in terms ofefficiency, effectiveness, and appeal.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-theoretical

(27) Title: TEACHER ENGAGEMENT IN REFLECTIVE INQUIRY
Author: SOMERS, JOHN W.
School: INDIANA UNIVERSITY
Degree: EDD pp: 150
Advisor: SMITH, GERALD

Research Problem: This study investigated the thinking of teachers engaged in a critical and reflective analysis of their practice. In specific,this study focused on three major areas: how teachers conduct acritical analysis of practice; how teachers arrive at decisions forpractice; and whether teachers find reflective inquiry a worthwhileendeavor. Other foci of the study included an analysis of metaphorthat underlies teacher thinking, a delineation of issues thatteachers deem problematic in their practice, and a model to depictthe reflective process.

This study employed a qualitative methodology associated withinterpretative field studies and naturalistic inquiry. A sample ofsix elementary public school teachers participated in the study foran eight week period. The methods of data collection consisted ofreflective journal entries and follow-up interviews. Respondentswrote daily reflections on significant problems or dilemmasencountered in their practice. The reflective process was structuredthrough a conceptual framework: focus, recall, reflect, and react.The investigator read each of the journals weekly and conducted acontinual analysis of data. Follow-up interviews with each respondentprovided opportunities for elaboration and clarification of journalentries. Analysis of data combined methods of document analysis,naturalistic inquiry, and the constant comparative method.

Results of the study indicate that most teachers found engagementin reflective inquiry to be a worthwhile activity. They reported aperceived increase in personal agency and effectiveness. Furthermore,this sample of teachers valued follow-up interviews as opportunitiesto share discussion of their practice. Although teachers reported afavorable response to reflective inquiry, they encountered a numberof school variables that interfered with systematic inquiry. Otheroutcomes of the study suggest that teachers must employ contextuallyresponsive strategies to inform decisionmaking and to constructknowledge for future action. Additionally, teachers identifiedbehavior management as their most significant problem area. Analysisof metaphor in their language implies that teachers may need toreexamine their conceptions of teaching and learning in order toreengage problematic students.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative-Action

(28) Title: A STUDY OF THREE APPROACHES TO DEVELOPING GUIDELINES FOR A STAFF DEVELOPMENT CURRICULUM IN PHILIPPINE BIBLE AND THEOLOGICAL SCHOOLS (BIBLE SCHOOLS)
Author: WANAK, LEE

School: INDIANA UNIVERSITY
Degree: PHD pp: 274
Advisor: OVERLY, NORMAN

Research Problem: Curriculum development for Third World theological schools has at times followed patterns ill-suited for the development ofindigenous leadership. The view that curriculum is a fixed set ofcourses irrespective of context has perpetuated traditionaldevelopment patterns. Dysfunctional patterns dominated by a singleindividual or perspective fail to engender group consensus andinvestment in the curriculum. Increasingly, these patterns have beenfound to be unacceptable for development of Third World theologicalcurricula.

This study addressed the production of guidelines for a staffdevelopment curriculum for schools associated with the PhilippineAssociation of Bible and Theological Schools (PABATS). The resultsfrom three group-based approaches to developing guidelines--athree-round Delphi technique, a three-round direct dialogicalprocess, and a single-round broad-based survey--were analyzed andcompared.

The single-round survey approach was used with theological schooleducators attending professional conferences. The two multiple roundapproaches were tested on a purposeful sample of faculty andadministrators from theological schools.

Results of the study showed that the choice of approach todevelopment of curriculum guidelines affects the outcomes of theprocess. The single round survey primarily results in informationabout individual preferences. The Delphi technique adds emphasis onconsensus building as an outcome. The dialogical process results ininformation and consensus building, but also builds organizationalculture. There were no significant differences in information onrespondent opinions across approaches. However, the study showed thatanalyses of school based factors (size, age, urbanity) revealed moresignificant differences than individually based factors such asgender, role, experience, or education. This confirms the importanceof school context in making curricular choices.

The respondents affirmed the need for development of a modular,in-service curriculum that targets younger, smaller and/or urbantheological schools with particular emphasis on shaping schoolcultures. In addition, the results of the study emphasized therespondents' desire for an emancipatory style of teaching thatstresses vicarious efficacy in Christ, creativity, conscientization,and development of skills related to problem-solving,decision-making, human relations, and leadership.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(29) Title: SAMUEL FAUSOLD: THE INFLUENCE OF RELIGION, POLITICS AND EDUCATION ON THE PROFESSIONAL LIFE OF A PENNSYLVANIA EDUCATOR (FAUSOLD SAMUEL, PROGRESSIVE EDUCATION)
Author: MAZON, MARGARET FAUSOLD

Degree: EDD pp: 289
Advisor: IANNONE, RONALD

Research Problem: Samuel Fausold was a progressive educator whose career spanned the period from 1910 through 1939. He began his teachingcareer in East Huntington, Pennsylvania, where he also served assupervising principal. From 1914 through 1920 he was principal of theIrwin School District, a position that he left to become theSuperintendent of Schools in Ambridge, Pennsylvania. A secondsuperintendency, this time in Monessen, Pennsylvania, lasted fiveyears and prepared Fausold for a position as Deputy StateSuperintendent of Public Instruction. In 1937 he accepted thepresidency of Indiana State Teachers College (Indiana,

Pennsylvania)where he remained until his retirement in 1939. The purpose of thework is to review the career of Samuel Fausold, to explore the forcesthat helped to forge his progressive philosophy, and to determine hiscontribution to education in the progressive era.

The work is developed principally through primary sources. TheFausold papers, housed in the Special collections section of thelibrary of Indiana University of Pennsylvania, contains most of hisprofessional correspondence. His diaries and other selectcorrespondence are in the possession of the researcher but will beturned in to the Collection by January 1, 1993. Numerous oralhistories were taken from colleagues, employees and students.

The evidence shows overwhelmingly that Samuel Fausold was aprogressive educator whose programs were at the vanguard ofprogressive education. The call for change which was sounded throughthe first half of the twentieth century and which continues toresonate today is a part of the mosaic that is American (U.S.)education.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative-Philosophy

(30) Title: THE EFFECT OF SCHOOL ENTRANCE AGE ON THE ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL CHILDREN WITH BELOW-AVERAGE INTELLIGENCE
Author: SAGER, REX
School: INDIANA UNIVERSITY
Degree: EDD pp: 96
Advisor: GOUSHA, RICHARD P.

Research Problem: The study was designed to compare the academic achievement of second grade students with below average intelligence who were5.11 years to 6.1 years old at first grade entrance with similarsecond grade students who were 6.8 years to 6.10 years old at firstgrade entrance. The 94 subjects were selected from 24 elementaryschools located in the southeast corner of suburban Marion County,Indiana. A review of the literature revealed findings that older agegeneral education students achieved better than younger age students.Several studies also indicated academic achievement andsocial/emotional development of younger age boys was more negativelyaffected by early school entrance than younger age girls. Otherresearchers have studied entrance age effect on students with aboveaverage intelligence, finding early entrance into school does nothave a negative effect, and in some cases result in higher academicachievement.

The 94 subjects were identified as below average intelligencewhen their School Ability Index score on the Otis-Lennon SchoolAbility Test was 90 or below. Total reading, total math, and totalbattery achievement scores on the Comprehensive Test of Basic Skillswere compared using an analysis of variance procedure. An attempt wasmade to reject the null form of nine different hypotheses statingolder age students would achieve better than younger age students.The study revealed older age girls had significantly higher totalmath achievement that younger age girls. Other analysis of variancetests revealed the tendency for older age students to achieve better,but not at a significant level.

In an additional finding, using a multiple regression analysistechnique, it was determined that younger age students with belowaverage intelligence were more likely to be retained at grade levelthan older age students. It was also found that younger age boys weremore likely to be retained than younger age girls.

Education policy makers were advised to deny any appeal from astudent with below average intelligence who desires to enroll earlyin public school.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-scientific

(31) Title: A CONTENT ANALYSIS OF THE AIDS HEALTH CURRICULA USED IN ELEMENTARY SCHOOLS WITHIN THE COMMONWEALTH OF PENNSYLVANIA
Author: FELLO, SUSAN CRAVENER
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: EDD pp: 174
Advisor: JALONGO, MARY RENCK

Research Problem: The purpose of this study is to examine the contents of Acquired Immune Deficiency Syndrome (AIDS) health curricula beingused in elementary schools throughout the Commonwealth ofPennsylvania. Since the identification of AIDS in 1981, schooldistricts throughout the United States have incorporated informationon Human Immunodeficiency Virus (HIV) infection and its transmissionin their health curricula. An analysis of these curricula wouldassist educators in their endeavors to modify, refine, or changeexisting curriculum. The content analysis was conducted on eachschool district's artifacts, including: (1) the curriculum guide, (2)the planned course of study including the goals and objectives, (3)sample lesson plans, (4) utilized audio-visual materials, (5) anymeasurement instruments, and (6) the in-service training conductedprior to implementation of the program.

The Centers for Disease Control's guide entitled A Handbook forEvaluating HIV Education was selected for the theoretical foundationfor the study. Based on the criteria established by the PennsylvaniaState Board of Education's mandate of 1987, the suggestions from theU.S. Health and Human Services (1987), the key components presentedby the Centers for Disease Control (1988), and content analysisprocedures developed by the researcher, the study categorized thecurricula into one of three classifications: (1) Less-Than-Adequate,(2) Adequate, and (3) Better-Than-Adequate. Structured interviews, ona voluntary basis, were conducted via telephone with teachers andprincipals who were responsible for the instruction or supervision ofthe AIDS health program. Following proper protocol, on-site visitswere made to two school districts from each of the four geographiclocations. Interview questions focused on curriculum design,implementation, in-service training, and evaluation procedures.

Descriptive statistics were used to report the analysis of thevarious curricula, in-service training programs, and evaluationprocesses. Tables, figures, and graphs represented the data fromtwenty randomly-selected school districts in Pennsylvania.

The results of this study indicated a need for greater uniformityin elementary AIDS health information programs and suggested theinclusion of more comprehensive information on HIV infection,transmission, and preventive strategies. The research supported otherstudies on health education programs that decision-making skills,effects of peer pressure, and refusal skills--both practice andapplication--are essential curricular components for alteringstudents' behaviors. This study further concluded that strongerleadership is vital to an HIV program's successful design,implementation, and evaluation.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-action

(32) Title: FACILITATING CHANGE: AN ETHNOGRAPHIC STUDY TO IDENTIFY INTERVENTIONS APPLIED DURING THE IMPLEMENTATION OF A COOPERATIVE INTEGRATED READING AND COMPOSITION PROGRAM
Author: GOLMIC, BRUCE ANDREW
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: EDD pp: 235
Advisor: MILLWARD, ROBERT

Research Problem: The purpose of this ethnographic research study was to describe the interventions applied by educators during theimplementation of a Cooperative Integrated Reading and Composition(CIRC) program; to compare interventions used by educatorsimplementing the CIRC program with interventions game plan componentsidentified by Gene Hall and Shirley Hord; and to identify primaryinterventions that educators should apply when facilitating thechange process in a school. Data were obtained from observations,interviews, student feedback, training manuals, parent handbooks,curriculum guides, grant proposals, newsletters, brochures, andvideotapes during forty on-site visits. One-third of those visitswere classroom observations. Fieldnotes were written, tape recorded,and transcribed during the study. Following six months of datacollection, the data were coded, sorted, and used to develop adescriptive narrative. Based on the data, the researcher concludedthat as a result of applying primary interventions similar to theintervention game plan components identified by Hall and Hord, sixschool teachers and a principal succeeded at implementing aCooperative Integrated Reading and Composition program. In addition,the researcher categorized the interventions applied by the teachersand principal under one of six primary interventions. The authorrecommends that educators apply the six primary interventions wheninitiating and facilitating change in their school: (a) establish anadministrative team that facilitates and supports change, (b) providetraining with frequent feedback and support, (c) consult withteachers and recognize their successes; (d) monitor theimplementation of the innovation, (e) inform and involve the public,and (f) disseminate to educate. The findings of this study suggestthat specific primary interventions can be applied to increase theprobability that a CIRC program will be implemented successfully.However, additional research into the application of theseinterventions during implementation of similar promising programs andpractices in various school settings warrants further review andresearch. Also, the use of ethnographic research techniques to studyother educational innovations needs to be encouraged and supported.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(33) Title: STUDENTS' PERCEPTIONS OF LITERACY ACTIVITIES WITHIN A WHOLE LANGUAGE CLASSROOM (WHOLE LANGUAGE, SEMIOTICS)
Author: HUGHES, CHERYL KELLEHER
School: INDIANA UNIVERSITY
Degree: PHD pp: 171
Advisor: HARSTE, JEROME C.

Research Problem: Whole Language instruction is based on positivist assumptions about learning and knowledge. Learning is a process ofmaking meaning. Semiotics offers insights into how the process ofmaking meaning occurs. Positivist assumptions have impacted WholeLanguage and this study. Within a Whole Language classroom thestudent's interpretation of classroom activities is an integral partof the evaluation of curriculum. The purpose of this study was toevaluate literacy activities within a Whole Language classroom usingthe students as informants. Student's perceptions of activities offervaluable insights into the theoretical assumptions influencingcurriculum. Fifth graders in a whole language classroom werephotographed participating in various literacy activities. They werelater given the photographs and asked to tell a story about theactivity. These "stories" formed the basis for evaluating theactivity based on its theoretical fit with Whole Language philosophy.The "stories" were analyzed first comparing the responses to thecharacteristics identified for a Whole Language classroom. Second the"stories" were analyzed using a semiotic square in order to identifytheir meaning. The semiotic square highlighted the theoreticalassumptions of the student's responses. Across the student responsesfor any given activity there were

some activities which were veryconsistent with Whole Language and others which fell under differentand even conflicting assumptions. This study offers insights intoevaluating theoretical consistency of literacy activities.
Forms of Curriculum Inquiry employed in this Dissertation: phenonmenological

(34) Title: THEORIES AND DEMONSTRATIONS IN SCHOOL, FAMILY, CULTURE, RESEARCH AND TEXTS: A COLLABORATIVE, TRANSFORMATIVE STUDY (LITERACY BELIEFS, COLLABORATION)
Author: MYERS, LARRY THOMAS
School: INDIANA UNIVERSITY
Degree: PHD pp: 347
Advisor: HARSTE, JEROME C.

Research Problem: This dissertation documents my intellectual journey as a researcher and my wife's transformation as a reader. It treats anumber of methodological and philosophical issues in a manner that isdifficult to capture in an Research Problem. For example, it is difficult tocapture the notion of a semiotic ethnography except to say that inthis dissertation everything is treated as a communicative text--as apotential to be constructed into various and conflictingdemonstrations by Eni, me, and others. The critical-semioticdiscussion of research and theoretical texts is as much a part of mydata as the conversations I transcribed and the histories andquestionnaires I collected. I have attempted to bring a polyphonicapproach to the text--one that problematizes my owninterpretation--by incorporating my wife's interpretation andcritique, and by bringing Puerto Rican voices and perspectives intothe text.
Eni and I worked for about a year and a half on discussing andtransforming her literacy beliefs and practices. Our conversationsled to a dialogic approach that we believe challenges but never fullyundoes power relations. In addition, I collected data throughinterviews with professors and questionnaires and histories ofliteracy from students at Humacao University College, where I work.These data provided a deeper, wider sense of Puerto Rican family,cultural and school demonstrations of literacy. The intellectualroots of this dissertation span a wide range of fields--anthropology,semiotics, linguistics, literacy, philosophy, science, history. Ihave brought together understandings from these fields in an attemptto challenge conventional research values not merely in word but inthe demonstration provided by the text.
Forms of Curriculum Inquiry employed in this Dissertation: philosophical-deliberative-ethnographic

(35) Title: HOW FIFTH GRADERS DEVELOP AN UNDERSTANDING OF FOOD WEBS
Author: FURUNESS, LINDA BISHOP
School: INDIANA UNIVERSITY
Degree: PHD pp: 210
Advisor: COHEN, MICHAEL R.

Research Problem: The problem explored in this research asked two questions: "What are the conceptions that fifth-graders have about food webs?"and "What are some of the factors that influence how fifth-graderslearn about food webs?" The project employed two inquiry techniques.A narrative technique provided the context of the learning situation.The narrative relied on field notes and journal entries fromclassroom

observations, informal conversations, and copies of thechildren's class work. The clinical interview was also used to obtainchildren's understanding of food webs and related concepts.

The findings of the study revealed that in spite of classroominstruction, hands-on and field experiences, these children haddifficulty in understanding the concepts related to food webs. Forexample, although there was a sense about relative population sizesof various species in an ecosystem, the affects of changes in thesepopulations on other populations was not well understood. Childrendid not readily see the relationship of food webs to the concepts ofproducers and consumers or herbivores, carnivores and omnivores. Theyfurther struggled with integrating their experiential learning intothe traditional food chain and food web concepts. For example, thechildren had experiences observing scavengers and animals that ateeggs. How do these organisms and their food sources fit into thetraditional food web? The children also had difficulty inunderstanding that certain species are very selective and could noteat other food even "if they wanted to."

As a result of the incongruity between the children's real lifeexperiences and the traditional food web model, a number of issueswere raised pertaining to food web instruction. The researcherproposes a different model for instruction about food webs thataddresses some of these difficulties that children presently have andthat may serve as a "bridge" to other related concepts such as foodchains and energy pyramids.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological

(36) Title: AN EVALUATION OF ELEMENTARY SCHOOL TEACHERS' SCIENCE PREPARATION IN TAIWAN (CHINA, TEACHER PREPARATION)
Author: LAI, CHING-SAN
School: INDIANA UNIVERSITY
Degree: PHD pp: 305
Advisor: GABEL, DOROTHY

Research Problem: The quality of elementary science education in any country depends on a number of factors, one of the most significant beingteacher preparation. In order to improve the quality of teachereducation in Taiwan, the government changed the elementary schoolteacher preparation program in 1987. The purpose of this study is tocompare the science preparation of preservice teachers in the newprogram with those in the previous program which had been inexistence for the past twenty five years.

The study was conducted in two phases. The first phase produceddata on the academic preparation of preservice teachers and includesthe perceptions of faculty members. The second phase gathered datafor evaluating student teaching. First phase procedures wereconducted during the last semester of the preservice teachers' coursework. The second phase was carried out during the fourth month of thefirst semester of their student teaching. Ninety-two preserviceteachers in the new program, 122 in the old program, and 38 sciencefaculty members participated in the study.

To evaluate differences in preservice teachers' sciencepreparation between the new and old programs, the followingcomparisons were made: preservice teachers' science contentknowledge, science process skills, pedagogical orientation, studentteaching in science, attitudes toward science, and attitudes towardscience teaching. In addition, an hypothesis was formed concerningthe preservice teachers' perceptions of their respective teacherpreparation programs. Another hypothesis was formulated about howtheir instructors perceived them and the programs in which they wereenrolled. Relationships among preservice teachers' outcome variableswere also studied.

Results indicate that preservice teachers in the old programperformed better in science content knowledge, science processskills, and attitudes toward science teaching. Faculty's perceptionsare consistent with these findings. This suggests that

preserviceteachers in the old program were better prepared academically thanthose in the new program. However, no significant difference wasfound in their student teaching performance. This finding meritsfurther investigation.
Forms of Curriculum Inquiry ployed in this Dissertation: evaluative-normative

(37) Title: WRITING PROJECTS AND TEACHER BALANCE: WITH COLLEAGUES, STUDENTS, AND SELF
Author: LEVAN, SALLY L.
School: INDIANA UNIVERSITY OF PENNSYLVANIA
Degree: PHD pp: 243
Advisor: WILLIAMSON, MICHAEL F.

Research Problem: The National Writing Project Model for teacher-training was founded in 1973 by James Gray of the University of California atBerkeley. This 120-site network uses a partnership approach totraining teachers, K-College and across the curriculum, in summerinstitutes and school-year follow-up programs. This study exploreshow Writing Project participants most commonly balance a verytraditional, hierarchical background and experience with their newknowledge and experience from Writing Project programs. The threecontexts for balance occur with colleagues, in the classroom, andwith their multiple roles as writers, learners, teachers,researchers, and in-service leaders.
The participants in this micro-ethnographic case study aretwenty-one teacher-consultants of a Writing Project in NortheasternUnited States. Six of the twenty-one teacher/participants were chosenfor in-depth study, and two teachers/participants are described incomplete case studies. The researcher acted as participant/observerin the study, and is included as one of the six teachers described ina cross-case analysis.
The methods used for investigation included: analysis of summerinstitute writings, surveys of the participants, interviews,observation of classroom teaching, videotapes of in-servicepresentations, and reflective protocols of these presentations. Results of this study show that those teachers who choose toremain involved in project programs beyond the summer institute arethose teachers who achieve a balance with colleagues at all levelsthrough collaboration; a balance in their classroom philosophy andapproach through collaboration with students; and a balance of theirroles as writers, learners, teachers, researchers, and in-serviceleaders. In addition, the investigation of these six teachers over afive-year period, suggests that these teacher-experts find a vehicleto share and publish their expertise through Writing Project programsand publications.Teachers who continue participation and collaboration through theProject programs become teacher-experts, capable of maintaining thatbalance with colleagues, their students and themselves. Thus, WritingProject may provide a model for training and in-service to developbalanced, teacher-experts. This study could provide some guidance inassessing Writing Project and teacher-training programs in order toimprove their effectiveness.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic

(38) Title: ADOPTING A CRITICAL STANCE TOWARDS TECHNOLOGY AND EDUCATION: THE POSSIBILITY FOR LIBERATORY TECHNOLOGY IN AN INFORMATION TECHNOLOGY AGE
Author: JAMISON, PIERRETTE KIM
School: INDIANA UNIVERSITY
Degree: PHD pp: 277
Advisor: SCHWEN, THOMAS M.

Research Problem: This dissertation is a theoretical critique of the concept of "technology" as promoted by late 20th century western industrialsociety. It draws upon critical, feminist, and poststructuralisttheory in order to reconceptualize technology as a "discourse." Thisincludes reconceptualizing information technology to move beyonddiscussions of technology's "technical" capabilities to examine moreclosely its sociocultural and personal impact on individuals'thoughts, actions, and experiences through the creation andtransmission of information. Furthermore, this study examines theways in which the current collusion of education and westernindustrial information technology may act to prevent the developmentof democratic lifeworlds. Therefore, this dissertation questions thenotion of technology as "value-neutral," asks whose interests areprimarily served through the current education-technologyrelationship, examines and discusses differing constructions ofknowledge and experience during a period of information andtechnological change, suggests theoretical ideas that inform thedevelopment of liberatory technology, and finally, provides examplesof liberatory technology practices and research that serve broaderinterests in the field of education and global society.

Forms of Curriculum Inquiry employed in this Dissertation: Theorethical-philosophical

(39) Title: 'HOLD TO THE ROD': AN EVALUATION STUDY OF SELECTED MEDIA-SUPPORTED INSTRUCTION AS IMPLEMENTED IN SELECTED EARLY MORNING SEMINARY PROGRAMS IN THE CHURCH EDUCATIONAL SYSTEM OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS
Author: PETERSEN, LEONARD M., JR.
School: INDIANA UNIVERSITY
Degree: EDD pp: 431
Advisor: PACE, VERNON D.

Research Problem: The intent of this study was to generate base-line evaluation data on the use of "Hold to the Rod: 1-3" ("HtR") for thepurposes of decision-making and program improvement through theanalysis of "HtR" instruction to determine whether or not the majorexpectations of the program were being realized relative toinstructional implementation, concept and skill acquisition,motivation, application, and integration.

The evaluation design for researching these dimensions was aneclectic of four evaluation models: Stufflebeam's Context,Implementation, Process, and Product (CIPP) model, Tyler'sObjectives-based model, Stake's Responsive model, and Guba'sNaturalistic model. Carrying out the study required entry into theinstitution which sponsors the Church Educational System (CES) andthe subsystems thereof within which the "HtR" instruction wasdeveloped and implemented.

The philosophy and principles of the sponsoring agency related toreligious education were identified, primarily through a review ofrelated documents. Data was gathered and analyzed in order toestablish the organizational context within which aims, goals,objectives, and plans were made.

As the implementation of "HtR" was being carried out bychurch-volunteer/paraprofessionals in selected Early Morning (EM)Seminary programs within the CES, the researcher madefield-observations of teachers' performance relative to theinstructional design; administered opinionnaires, questionnaires, andexaminations; and conducted interviews and follow-up visits.

Findings and conclusions included the following: the performanceof representative EM paraprofessionals was highly congruent with theinstructional design; a conventional

classroom setting provided theoptimum conditions for implementation of "HtR" as presently designed;a majority of classes were conducted in a home-based setting,presenting many inhibiting factors; at the conclusion of the initialinstruction, the teachers' general level of conceptual understandingfar exceeded the mastery level, but the students' level was far belowmastery; statistically, motivational impact was minimal; teachersrequested curriculum integration of "HtR" concepts and skills.

Forms of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(5) LOUISIANA STATE UNIVERSITY (LSU)
Public coed university

Louisiana State University and Agricultural and Mechanical College, located in Baton Rouge, Louisiana -the oldest and largest institution in the LSU System- exerts a major influence on the economic, social, and cultural life of the state through an extensive, multipurpose program encompassing instruction, research, and service. The purpose of Louisiana State University, is to provide a comprehensive university for Louisiana wherein teaching, research, and service are of the highest quality. This purpose embodies two critical elements-comprehensiveness and preeminence.

Louisiana State University (LSU)has been designated by the Louisiana Board of Regents as the state's only comprehensive university. This comprehensiveness is recognized nationally by LSU's classification as a Research University I (in the Carnegie Commission Taxonomy) and by its unusual status as one of only 25 universities in the country designated as both a land grant and sea grant institution. Preeminence, the second element of LSU's purpose, was promulgated by the Board of Supervisors in 1980 in "quest for Quality - A Charter for the 1980's." this document clearly sets forth LSU's aim to build upon its comprehensive foundation and to emerge as one of the nation's and world's distinguished centers of learning, teaching, research, and service.

LSU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's, doctoral, and professional degrees. The LSU Graduate School, established in 1931, may be considered the state center of academic research and advanced studies as it carries on a more extended and comprehensive program than any other educational institution in the state. In addition to the degree programs offered on its own campus, LSU maintains resident centers at System campuses in Alexandria and Eunice. The first graduate degree recorded was a "Civil Engineering" degree awarded in 1869. By 1890, 14 master's degrees had been awarded, and by 1909, a total of 32. The first doctorate was awarded in 1935. From 1931 through December 1991, 4,996 Doctor of Philosophy degrees and 350 of other doctorates, and 28,327 master's degrees were awarded. The total number of advanced degrees awarded by LSU (1931-1991) has reached a total of 33,673 (LSU, 1993 catalog p.1-3).

The Graduate School: Unique Features:

1. Enrollment: 27,295 graduate, professional and undergraduate students; 5,615 matriculated graduate professional students.

2. Graduate Students & Faculty Groups: 3,104 full-time matriculated students (1,209 women); 1,474 part-time (790 women); includes 315 minority (191 African-Americans, 56 Asian-Americans, 57 Hispanics, 11 Native-Americans), 1,220 internationals. Average age: 31. Graduate faculty: 1,172 full time (189 women), 91 part-time; includes 54 minority (17 African-Americans, 26 Asian-Americans, 6 Hispanics, 5 Native Americans).

3. Tuition: $ 2,634 per year (minimum) full-time, $ 285 per semester (minimum) part-time for state residents; $ 5,934 per year (minimum) full time, $ 435 per semester (minimum) part-time for non-residents.

4. Programs: graduate programs are offered through the Center for Coastal, Energy and Environmental Resources, the Colleges of Agriculture, Arts and Sciences, Business Administration, Basic Sciences, Design, Education, Engineering, Library and Information Sciences, Music, among others.

5. Degrees Offered: Master's, Educational Specialists, and Doctoral degrees

6. Requirements for Admissions: General criteria for admission to a graduate or professional degree program at LSU are: (1) a bachelor's degree from an accredited college or university; 2) an undergraduate GPA of minimum 3.0 overall a satisfactory record on previous graduate work, and 3) acceptable scores on the GRE (Graduate Record Exam) scores averaging 500 each on verbal and quantitative, or GMAT (Graduate Management Administration- Business Program), 4) Recommendations from the Department

   Contact: Dr. Daniel Mark Fogel
   Dean and Chancellor for Academic Affairs
   Louisiana State University,
   131 David Boyd Hall
   Baton Rouge, LA 70803-3808
   Phone: 504-388-2311

7. Requirements for Graduation: To earn a Master's (M.A) academic program and course work requirements successfully completed, satisfactory performance on examinations, and a Thesis or project. To earn a Doctoral degree the student should have completed master's prior to beginning the Ph.D, must complete a set of approved graduate level courses before becoming eligible for general examinations. The candidate must successfully complete a program of studies established by his/her doctoral committee including course requirements, examinations, research courses, practicum work or its equivalent, internship, independent study or practice, a period of residence and dissertation requirements, among others, depending of individual program requirements. A student must be continuously enrolled at the university while working toward the degree. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University which it is focused on research. Requirement: a dissertation

8. Doctoral degrees awarded: 357 doctorates in 1993-94.

9. Student services: Low cost health insurance, career counseling and emergency short-term loans. Graduate Housing: 578 units- rooms or apartments- available to single students; 578 units available to married students.

10. Financial aid: full and partial tuition waivers, federal work-study, institutionally sponsored loans, and career-related internships or fieldwork. Fellowships, Research and Teaching Assistantships.

11. Research facilities: Troy H. Middletown Library plus 4 additional on-campus libraries; total holdings of 2,654,485 volumes, 3,923,432 microforms, 20,233 current periodical subscriptions. CD-ROM player(s) available for graduate students use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 8800, IBM 3090. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment and faculty: 170 full-time matriculated students in education (108 women), 332 part-time (268 women); includes 43 minority (35 African-Americans, 2 Asian-Americans, 6 Hispanics), 32 internationals. Average age: 35. Education faculty: 63 full-time (23

women), 2 part-time. Department of Curriculum faculty: 28 full-time (14 women), 2 part-time. Graduate students in Curriculum Studies: 110 Ph.D., 175 Master's Specialist:15.

2. Name of the Department: Education - Curriculum and Instruction

3. Department Head or contact faculty member: Dr. F. Neil Mathews, Chair

   Address: Department of Curriculum and Instruction, Elementary Education
   Louisiana State University
   Baton Rouge, LA 70803
   Phone: 504-388-6867/5400

4. Name of the Program that focuses on Curriculum Studies: Curriculum and Instruction. and Curriculum Theory. Offerings include elementary education (MA, Ph.D, Ed.S). Accredited by NCATE. Other programs include: counseling, educational administration, physical education, reading, recreational studies, research methodology, secondary education, special education

5. Departmental Requirements for Graduation: Foreign language not required. For a Ph.D minimum 90 credits and a dissertation; for a Master's minimum 36 credits and a thesis; for Specialist 60 credits, thesis not required. All degrees require a grade point average of minimum 3.0.

6. Doctoral degrees awarded: 22 doctorates in Curriculum (1993-94).

7. Primary Goals of the Graduate Programs in Curriculum are: The aim of LSU is to emerge as one of the nation's and world's distinguished centers of learning, teaching, research and service. Hence, LSU's goals require (a) recruiting and retaining faculty, staff, and students of the highest caliber; (b) providing an environment that allows students and faculty to develop their capabilities to the fullest; (c) continuing emphasis on graduate programs and continued strengthening of undergraduate curricula; and d) exploring new boundaries of knowledge through research and scholarly activity. The purpose of the Graduate Programs in Curriculum, therefore, is to prepare the student, through specialized and intensive study, for a career in the profession, whether this career involves teaching and research in the academy, or nonacademic work in the public or private sectors. The focus for the academic work in education, private or public, is on research in the levels of elementary, secondary and special education, areas of counseling, administration, physical education, reading and recreational studies.

8. Graduate Programs in Curriculum are among the leading Programs in the United States because of: (1) Reputation of faculty, participation of faculty and students in professional groups, (2) curriculum research publications and national leadership in funded curriculum research, (3) the quality of graduates. The Graduate School of LSU was established as a center of learning because the University recognized its duty to provide -especially for the people of Louisiana- an environment in which research and free inquiry would thrive and to make available to society the results of such activities.

9. Unique strengths of the graduates Programs in Curriculum: (l) Interdisciplinary Curriculum (2) Faculty (productivity, research oriented, stable and dedicated, diverse interests and background, wide number of publications, and many speeches and papers for conventions, (3) research (emphasis on inquiry, reputation for research, national visibility, (4) students (placement, national recruitment, selection procedures) and (5) environment (resources, academic life and libraries). This department is nationally recognized for the

quality of its graduate programs and for the conduct of research in elementary, secondary and special education.

10. Faculty Research: 30 full time Ph.D curriculum professors (range of teaching experience: between 3 and 25 years). Contact faculty: Dr. F. Neil Matheus (Ph.D in Educational Psychology, 3 years of experience as Head of the Department of Curriculum and Instruction. Diverse forms of curriculum inquiry employed in publications. Dr. William E. Doll, Jr. (Ph.D Specialty: Postmodernism. 15 years of experience teaching curriculum. Department of Curriculum and Instruction. This author has done more than 15 curriculum research reports and publications focused on the philosophical and theoretical research. Problems or questions that this author is researching at present time: postmodernism, hermeneutics, specifically. According to him, there is not just one way to prepare graduate students; it varies by student; qualitative preferral.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students focused on diverse forms of curriculum inquiry (i.e., research design, research methodology, statistics, phenomenology/hermeneutic, historical, philosophical, ethnographic/naturalistic, theoretical. action, simulations/modeling) applied to elementary, secondary, special education in the areas of counseling, educational administration, physical education, reading, recreational studies. A specific Graduate Program in Research Methodologies is offered by the department. Research courses in Curriculum offered for 1993-94 are the following: LDC 7481-7483 Development and completion of a research problem in Curriculum and Instruction which grows out of the second and culminating semester. EDCI 7920/7921 Analysis of research in Curriculum and Instruction, EDCI 7930/7931 Seminar in Curriculum and Instruction: trends and issues in curriculum, EDCI 8000 Thesis research, EDCI 9000 Dissertation, EDCI 7465&7468 Seminar: The Teacher Researcher in Secondary School (study of teacher-researcher literature; its application to secondary teaching and curriculum in the subject areas (English, Mathematics, Science, Social Studies or Art Education), EDCI 7470 Seminar: Critical Issues in Secondary School Teaching (critical issues in the nature of knowledge and inquiry in school subjects: Mathematics, Science, Social Studies, and English, EDCI 7475 Research Project in Secondary or K-12 Teacher Education (development, completion and presentation of a research problem in curriculum and instruction which grows out of fifth-year clinical experiences and precede course work). EDCI 7482-7483 Seminar in Teaching Research (research projects), EDCI 7484 Master's Project .

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take research courses depending on their needs and interests, (2) put students in an overview course on different types of research methods and (3) ask students to enroll in research methods courses with students from different programs (4) initiate students into research while the faculty members are engaged in a specific kind of research.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The Louisiana State University, January, 1993 - June, 1994

(1) Title: THE METHODOLOGICAL ISSUES OF VARIANCE IN TEACHER BEHAVIOR AND STUDENT ACHIEVEMENT: THE RELATIONSHIP OF VARIANCE TO SCHOOL AND TEACHER EFFECTIVENESS (SCHOOL EFFECTIVENESS, EFFECTIVE TEACHERS)
Author: CRONE, LINDA JANE
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 202
Advisor: TEDDLIE, CHARLES

Research Problem: Three different issues were involved in this study. Issue I examined the means and variances of teacher behavior for teachersin effective school versus teachers in ineffective schools. Fiveteachers were evaluated from grade three and grade five of fiveeffective and six ineffective schools (25 teachers from effectiveschools and 30 teachers from ineffective schools). Observations ofseven dimensions of teaching behavior were conducted. In every case,the group means of teacher behavior were higher for the teachers inthe effective school category. An examination of the coefficients ofvariation indicated that the dispersion of scores for the teachers ineffective schools was less than for teachers in ineffective schools.
Qualitative interviews with both teachers and principals wereconducted to find possible explanations for the differences found inthe means and coefficients of variation of teacher behavior. Resultsindicated that effective schools had better teacher socializationprocesses, stronger principals, more strictly enforced schoolwidediscipline policies, and more thcughtful and thorough means ofteacher selection/dismissal. Issues II and III dealt with the equity concern in education.Issue II was concerned with the means and variances of achievementfor different socioeconomic (SES) levels of students who were taughtby effective, typical, and ineffective teachers (60 teachers, 20 ineach group). Issue III examined the means and variances of studentachievement for students in effective, typical, and ineffectiveschools (162 elementary schools, 54 schools in each effectivenesscategory). The differences in the results of the group means for Issue IIcompared to Issue III show that the differential effectiveness of the teacher and the school have similar influences on studentachievement. There is slightly more differentiation in schooleffectiveness categories than in teacher effectiveness categories. When examining variance, the teacher and the school yieldedopposite results. For Issue II, the smallest variance was found inthe effective teacher group. For Issue III, the effective schoolgroup had the largest variance. Effective teachers appear to berealizing the goal of equity, whereas effective schools appear to bewidening the dispersion of scores.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(2) Title: A STUDY OF THE DIFFERENCES IN INDUCTION EXPERIENCES FOR TEACHERS IN DIFFERENTIALLY EFFECTIVE SCHOOLS (SOCIALIZATION)
Author: TER HAAR, CAROL SUE
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 190
Advisor: TEDDLIE, CHARLES

Research Problem: Research studies have concluded that many new teachers abandon their teaching careers shortly after starting them. Part ofthe reason is their lack of adjustment within the very special socialstructure of public education. Induction of

teachers frequentlyappears to be inadequate. Research over the past 20 years suggests acorrelation between positive induction experiences and the quality ofschools.
This causal comparative study entailed a 3 x 2 design with threelevels of school effectiveness and two levels of teacher experience.The schools were classified as effective, typical, or ineffectivebased on a classification scheme produced by the Louisiana Departmentof Education. In addition, the schools' classifications were furtherverified by students' actual academic performance. All schools in theeffective group scored higher on a criterion-referenced test thanthose in the typical group, which in turn scored higher than those inthe ineffective group. Teachers were classified as experienced orinexperienced based on their prior teaching experience in otherschools. Teachers with one year or less of service in their currentschools were asked to complete a questionnaire designed to assesstheir induction experience at their schools. The questionnaire wasbased on the work of Rosenholtz described in her 1989 book, Teachers'Workplace. Teachers who completed the questionnaire and volunteeredto do so were interviewed. The answers from the interviews weregrouped into emergent themes that distinguished teachers from each ofthe three levels of school effectiveness status. These results werecompared to the results from the written questions. The results showed that teachers from effective schools had amore positive view of their induction experience than teachers fromineffective schools. Teachers from typical schools had a viewintermediate between that of the effective and ineffective schools.The experienced teachers did not view their induction differentlythan the inexperienced teachers. The interview results supported theconclusions of the quantitative study. These results suggest that successful induction of teachers intoa school produces a teaching environment that results in higheracademic achievement. They support an increased effort to trainprincipals and staff in the key role they play in the inductionprocess.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(3) Title: IDENTIFICATION OF PLANT SCIENCE CONCEPTS NEEDED IN AGRISCIENCE PROGRAMS OF THE FUTURE
Author: GASPARD, CAMILE PATRICK
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 168
Advisor: BURNETT, MICHAEL F.

Research Problem: The purpose of this study was to identify the plant science concepts which should be taught in secondary agricultureprograms of the future as perceived by innovators in the field ofplant science. The Delphi technique was used to gain the perceptionsof a nation-wide panel of plant science professionals. The panel wascomprised of three groups of plant scientists: secondary plantscience teachers, university plant scientists, and plant scientistsworking in industry. The secondary plant science teachers wereselected from the national and regional winners of the agriscienceteacher award. The university plant scientists and plant scientistsworking in industry were chosen for their expertise andinnovativeness through multiple nominations from their peers. TheDelphi panel identified 191 concepts and reached consensus inprioritizing by importance. The highest rated concept was the"Scientific method of research." New concepts were added in each ofthe three rounds used in the study giving credibility to thesynergistic effect. It is this researcher's view that a refined listof these prioritized concepts, keeping scope, sequence, anddifficulty levels in mind, be considered when developing newsecondary plant science curricula.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-Hermeneutic

(4) Title: RE-THINKING READINGS AND WRITING IN THE STUDY OF LITERATURE (LITERARY STUDIES, ETHNOGRAPHY)
Author: DOYLE, MARY ANN
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 182
Advisor: DOLL, WILLIAM E. JR.

Research Problem: While the field of academic literary studies continues to engage in contested debate over defining and revising its curricula(Graff, 1987), teachers remain situated at the sometimescontradictory and often isolated intersections of theory andpractice. Decisions made about writing in literature classes,selecting texts for course syllabi, and pedagogical style are mostoften negotiated at the level of the individual teacher, who may ormay not be responding to an increasing incidence of departmentalrestructuring, recommendations, prohibitions, or political pressures.Though there is no scarcity of disagreements and accusations aboutwhat revisionary approaches 'mean', (Fieldnotes, Spring 1992), thereis a dearth of well-considered research about what particularrevisions may mean at the university level for individual teachersand students, and particular classroom communities. In this study I have explored the teaching style of a professorin a research university English department. Addressing the work ofWilliam Pinar (1975, 1976, 1988), Jo Anne Pagano (1990), Gerald Graff(1987), Wilson Harris (1989), William Doll (in press), and Newman,Griffin, and Cole (1989), in particular, the study entertains aconversation between curriculum theorizing and ethnographic methods,drawing upon my own educational experiences of literary studies as aframe of reference. In this conversation I have addressed issuesrelated to what Wilson Harris calls a "literate imagination" (Harris,1989), introducing that notion into a consideration of where reformsmight lead us in an emerging post-modern age.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Theoretical
Ethnographic-naturalistic

(5) Title: CULTURAL STUDIES AND THE MULTICULTURAL CURRICULUM (TRANSLATION)
Author: EDGERTON, MARY SUSAN HUDDLESTON
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 279
Advisor: PINAR, WILLIAM F.

Research Problem: Although some of the most recent work in the field of multicultural education has acknowledged and begun to theorize aboutwhat has been called the new cultural politics of difference,problems concerning the very notions of marginality, boundaries, andtheir accompanying "essentialist" thought remain undertheorized. Itis my intention to bring discussions about marginality andessentialism from literary theory, feminist psychoanalytic theory andpoststructuralist philosophy more explicitly into the conversationabout multicultural curriculum theorizing. In this study I haveattempted to further develop this conversation around notions of"translation" as generated by philosophers Michel Serres (1982) andJohn Rajchmann (1991) as well as literary critics Alan Nadel (1988)and Henry Louis Gates (1987), and novelist and critic Wilson Harris(1983, 1989). These translations expose another kind of communicationacross difference--that is, across difference within (Johnson, B.,1980, 1987). I approached possibilities for this sort ofcommunication through the interweaving of translation,autobiographical, and psychoanalytic theories. Such communication theorizing, I believe, remains insufficientwithout consideration of the powerful significance of place (Pinar,1991). Through the literary, sometimes explicitly autobiographical,examples of both Black and White southern American authors as well asAfrican-Caribbean authors (and, sometimes, myself), I have attemptedto expose the ways in which encounters between are constitutive ofand are constituted by place.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Philosophical
Historical

(6) Title: THE DEVELOPMENT, VALIDATION, AND APPLICATION OF A TWO-TIER DIAGNOSTIC INSTRUMENT TO DETECT MISCONCEPTIONS IN THE AREAS OF FORCE, HEAT, LIGHT AND ELECTRICITY (PHYSICS CONCEPTS, MISCONCEPTIONS MEASUREMENT)
Author: FRANKLIN, BOBBY JO
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 341
Advisor: GOOD, RONALD G.

Research Problem: The purpose of this study was to investigate the concepts prevalent among students in specific physical science related classesand to identify what classroom teachers would do when confronted withthis knowledge. A 40 item instrument, Misconception Identification inScience Questionnaire (MISQ), was developed to identify certainconcepts in the areas of force, heat, light, and electricity andadministered to 509 students. Interviews were conducted with astratified sampling of 27 students to validate the instrument. Sixteachers were observed and interviewed to determine teacher opinionrelative to test usefulness, diagnostic testing in general and otherinstructional factors. Quantitative and qualitative means were utilized to determinetest reliability, validity, and usefulness. Item analysis wasperformed to determine item discrimination ability, as well as testreliability. Students were interviewed using the MISQ items and theiroral responses were compared to their answers given on thepen-and-paper test. Confidence and sensibleness ratings weredetermined for each MISQ item utilizing responses given on thewritten test.

The MISQ was analyzed and determined to have the ability todiscriminate among various ability groups and possesses both validityand reliability. Female elementary science methods and physicsstudents performed no better than the male physical science studentson the MISQ. In general male students scored higher than their femalepeers and viewed their responses as more sensible and with moreconfidence. As age decreased among the students tested with the MISQthe confidence and sensibleness rating tended to decrease. Analysis of teacher interviews revealed three uses of the MISQinstrument in this study. The first of these was in the form of ageneral informative nature. The second utilized selected items asintegral parts of the instructional process. The third used studentresponses as part of a grouping strategy. Further analysis revealsthat the limited use of the MISQ may be due to several factors, bothexternal and internal. External factors include governmental controlthrough curricular and text requirements and societal control throughfuture educational expectations. Internal factors include teacherheld concepts of learning in general and specifically those regardingstudent behaviors used to identify learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(7) Title: AUTOBIOGRAPHICAL AMNESIA: MEMORY, MYTH, CURRICULUM
Author: NIXON, GREGORY MICHAEL
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 370
Advisor: PINAR, WILLIAM F.

Research Problem: Autobiography in curriculum theory and practice is being more and more acknowledged as a major force leading toward thedevelopment of reflectively analytical teachers, reflexivepractitioners, and discursively self-aware individuals. I look to twovital aspects of self-narration to explore. I speak firstly of memory, without which narrative continuitywould be impossible. Memory is as involved with learning as it iswith storytelling, and I would agree with Krell (1978) that "inquiryinto memory and

the theory of pedagogy go hand in hand" (p. 131). Ieschew the models of memory provided by the behavioral sciences,empirical psychology, cognitive psychology, and thememory-as-a-mechanism model of neurophysiology for all these modelsend-up vanishing into metaphor. I embrace metaphor and attempt a moreopen-ended approach through phenomenology to the experience ofmemory. I freely employ the literary arts for their evocation oflong-term memory (as opposed to the basically short-term studies ofpsychology). I maintain that memory is encoded as deep within language as theself and that it leads finally to the primordial narratives we callmyths. Secondly, then, myth as foundational to both how and what weremember, and myth as present in the seams between words, is tracedthrough language and the work of archetypal psychology. Rememberingmythically is epistrophe (Hillman, 1979a). I use such memory and suchmyth to suggest the insubstantiality of the ego and the subject whichremembers, anc to explore the meaning of a memory which must recoilagainst action to see through the self.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical

(8)Title: ALTERNATIVE EDUCATION AND SOCIAL CHANGE IN BRAZIL: A HISTORY AND CASE STUDY
Author: NUNES, MARIA DE LOURDES
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 269
Advisor: PINAR, WILLIAM F.

Research Problem: In contrast to the elitism of the Brazilian formal education system are the efforts of educators at federal universitiesin promoting educational alternatives for the socioeconomicallyunderprivileged population. Having reached its peak in the late 1950sand early 1960s and culminating with Paulo Freire's successful"conscientization" experiment in Angicos, educational alternativeswere revitalized in the 1980s upon the nation's "return todemocracy." Since then, Brazilian universities have committedthemselves to contribute to the struggle for social transformation.Mission and objective statements of individual universities expresstheir attitude towards active involvement in the process ofalleviating educational and socioeconomic inequities which affect theBrazilian society. Alternatives examined include: DistanceLearning--Open University and Educational Television, Adult Literacyprograms, developed under Paulo Freire's perspective of education forliberation, and Community Development Programs.

Open university programs function as a powerful resource toprovide educational opportunities to hard-to-reach populations.Training a small number of individuals, the programs reach a largenumber of individuals through successive transfer of knowledge andtechnology. Research involving educational television indicate thatprograms are more likely to be effective in educating low-incomepopulations when they are directly related to issues and problemsconcerning the community, not when they attempt to simply reproducethe formal education curriculum.

After approximately two decades, Paulo Freire's literacy methodis overtly implemented not only on university campuses, to meet theeducational needs of illiterate employees, but also as a fundamentalcomponent of community development programs. Promoting"conscientization," adult literacy programs enable individuals toreflect and act upon the transformation of their reality. Communitydevelopment programs resort to interdisciplinary work in order toprovide communities with development in several areas concurrently. Due to the volunteer nature of this research, results are limitedin scope to participating universities.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical
Historical

(9) Title: THE EFFECT OF INSTRUCTIONAL VIDEOS AND SIMULATION-GAMING ACTIVITIES IN THE ENVIRONMENTAL SCIENCE CURRICULUM ON KNOWLEDGE AND ATTITUDES
Author: SONIAT, LYLE MARK
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 169
Advisor: MACGREGOR, KIM S.

Research Problem: As a result of science reform efforts in the United States numerous shortcomings of the predominant curricula have beenidentified. The following study evaluates a modular, environmentalscience curriculum entitled Wild Louisiana, which attempts to addressthese shortcomings. Wild Louisiana is Science-Technology-Society(STS) oriented and infuses regionally based instructional videos andsimulation-gaming activities into the secondary science curriculum.The videos and activities depict the confluence of regionalbiological, technical, and social phenomena to illustrate universalenvironmental concepts. The multimedia, modular approach is intendedto address the varied learning styles of different students.

Following random selection, teachers were randomly assigned toone of four conditions of study. Group A teachers lectured from theirassigned textbooks, supplemented with the regionally based backgroundinformation that was provided; Group B teachers used the backgroundinformation and the simulation-gaming activities for infusion intotheir classes; Group C teachers used the background informationtogether with the instructional videos; and Group D teachers used thebackground information, infusing both the activities and videos intotheir classes. Over 600 secondary science students, representing 11 parishes inLouisiana, took part in the 16-week study. After the treatment,students were evaluated on their environmental knowledge andattitudes using analysis of covariance. Students were also grouped bylocus of control to determine whether there were anyaptitude-treatment interaction effects caused by their learnerstyles. The instruments that were used included the LouisianaEnvironmental Knowledge Test to measure students' environmentalknowledge, the New Environmental Paradigm Scale to measure students'environmental attitudes, and the Nowicki-Strickland Locus of ControlScale to measure students' locus of control orientation. The results of the study suggest that STS-oriented infusionmaterials can be more effective in increasing students' environmentalknowledge. In addition, the results indicate that certain types ofinstructional materials may be more effective when students'aptitudes are considered. Students in the videos-only group and theactivities-with-videos group had significantly higher knowledgescores than the lecture group. Internally oriented students in theactivities group had significantly higher knowledge scores thansimilar students in the lecture group.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(10) Title: FROM THEIR PERSPECTIVE: ISSUES OF SCHOOLING AND FAMILY CULTURE OF FOUR AFRICAN-AMERICAN FIRST GENERATION COLLEGE STUDENTS (COLLEGE STUDENTS)
Author: WARNER, NEARI FRANCOIS
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 270
Advisor: PINAR, WILLIAM F.

Research Problem: The diversity of students entering today's colleges and universities makes it increasingly important that educators,theorists and other scholars strive toward a fuller understanding ofthe life conditions of minority groups. This research is designed toprovide insight into the processes, pressures and people that shapethe lives

of one particular minority group, the African Americannon-traditional, first generation college student.

In this research, I examine the school and family experiences offour of these students in an attempt (1) to provide data thatcontribute to the refutation of the stereotypical images and mythsthat are so pervasively used to explain the lack of persistence andmotivation of African American youth in the American system of publiceducation and (2) to offer recommendations of programs that willenhance the experiences of these students as they return to schoolingin post-secondary settings.

I begin the research by providing a historical overview ofschooling with attention being given to how schools have promotedracial inequality. With the ideologies of the early curriculumtheorists as the pivotal point, I move the research from the early1900s to the contemporary urban educational system. I focus aliterature review on the urban school and suggest that its crisisphenomenon is the result of the benign and systematic neglect ofschools serving primarily African American youth. Through the voices of the four students, I attempt to provide aninsider's perspective into the urban schools. I use their voices todemonstrate that the experiences of African Americans have not alwaysbeen pleasant and meaningful. I draw conclusions as to thecontradictions and conflicts that exist between the school and familyculture of African American youth that prompt their leaving theeducational system and subsequently motivate their seekingempowerment through the same system years later. Finally, I recommend curriculum-related programs which seemappropriate to facilitating the success of the many non-traditional,first generation students who continue to return to the nation'scolleges and universities.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical

(11) Title: A COMPARISON OF LANGUAGE AND GRAPHIC PRODUCTS OF STUDENTS FROM KINDERGARTEN CLASSROOMS DIFFERING IN DEVELOPMENTAL APPROPRIATENESS OF INSTRUCTION

Author: MOSLEY, JEAN GERMANY

School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 269

Advisor: CHARLESWORTH, ROSALIND

Research Problem: This study examines the ways in which kindergartners from more and less developmentally appropriate classrooms negotiate theprocess of graphic communication. Both quantitative and qualitativeaspects of this process are examined.

Eighty-one kindergarten children from four classrooms were askedto tell a story both verbally and graphically. They were encouragedto include drawing, writing, or both on their paper. Then they wereasked to tell the story that they had produced graphically. Thechildren were students in one of four classrooms from a single schoolsystem that were identified as: (a) most developmentally appropriatebeliefs and practices; (b) developmentally appropriate in belief, butnot in practice; (c) both developmentally appropriate anddevelopmentally inappropriate beliefs and practices; and (d) leastdevelopmentally appropriate beliefs and practices. No statisticallysignificant differences were found in the level of drawing of thechildren in the four classrooms. On the writing scale, significantdifferences were found for girls favoring the classroom that was bothdevelopmentally appropriate and developmentally inappropriate whenmean scores were used for analysis. Analysis of highest writingscores for each child also showed statistically significantdifferences for girls favoring the classroom with both appropriateand inappropriate teaching methods. No significant differences werefound between classrooms in the areas of writing or storytelling wheneach child's first session scores were analyzed. For the storytellingscale, significant differences were found favoring the leastdevelopmentally appropriate classrooms when mean scores wereanalyzed. An investigation of the differences in the use of peer andprivate speech by the children as they produced their stories onpaper was attempted. It was not successful

due to whispered speech bysome of the children. This speech was difficult to impossible totranscribe, causing transcriptions to be incomplete and therefore notanalyzable. Qualitative analysis provided further insight into theproblem.
Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(12) Title: COSMOLOGY AND CURRICULUM: A VISION FOR AN ECOZOIC AGE
Author: LYDON, ANGELA T.
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 214
Advisor: DOLL, WILLIAM E.

Research Problem: The text of this dissertation explores interconnections between cosmology and curriculum. I believe the demands of an EcozoicAge will initiate a reconceptualizing of curriculum. Further, Ibelieve the particular cosmological perspective I advance can help uswith this reconceptualization.
Chapter 1 utilizes the multi-faceted insights of scientific,historical, and speculative thought. The texts used in this chapterincorporate an engagement with past cultures (Ong, Eliade), withcontemporary theoretical perspectives (Munitz, Haught, and Stafford),and with a scholarship that envisions alternative futures (Bohm).
Chapter 2 uncovers how modernity's relationship to the earth isrooted in the scientific, political, and social philosophies of thesixteenth and seventeenth centuries. The mechanistic and rationallycontrolling world views launched in these centuries still govern ourdestructive attitudes toward the earth. Contemporary societal andeducational ecologies are scrutinized. Modernity's dualisticstructures, its epistemologies of control, its analytico-referentialdiscourse, and its liberal discursive practices are questioned.Bower's writings are added to those used in Chapter 1.
Chapter 3 enunciates a particular vision of cosmology as story,change, and interpretation. Utilizing philosophical hermeneutics, thecomplex and interlocking dynamics of social and cultural phenomenaare disclosed, and the effects these occurrences have on a society'scosmology are scrutinized. Cosmology as story is essential to thisinterpretive endeavor.
Chapter 4 examines contemporary cosmological scholarship,utilizing the works of Berry, Oliver with Gersham, Sagan, Sahtouris,and Toulmin. The significant and divergent contributions of eachthinker are explored, especially as these thinkers reenvisionhuman-earth relations.
Chapter 5 establishes the connections between cosmology andcurriculum resulting in a new curricular paradigm for an Ecozoic Age.I suggest a cosmic vision that goes beyond survival and critique tocreativity. The integrative movement of theory (insight) and praxis(creative action) is contextualized within a vision of human-earthrelations. The Coda marks the finale of the dissertation. Its purpose istwofold: to contextualize the cosmological curricular theorypresented in the preceding chapters and to suggest a hermeneuticmethodology for earth-centered schools.
Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical

(13) Title: THE INTERFERENCE OF NON-MEANINGFUL LEARNING ON SUBSEQUENT MEANINGFUL LEARNING (LEARNING INTERFERENCE)
Author: SIMONEAUX, DOLORES PESEK
School: THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 289
Advisor: KIRSHNER, DAVID

Research Problem: The purpose of this study is to develop a framework for

the notions of meaningful and non-meaningful and to test for learninginterference from a non-meaningful then meaningful instructionalsequence.
A review of the literature reveals that terminologies differwidely, but similarities in notions emerge. The terms meaningful andnon-meaningful are employed here to indicate, respectively, richnessin relationships, or a relative absence of relationships both withinthe knowledge structure, and in relation to previous knowledge. Based on a Piagetian framework of learning involvingassimilation/accommodation and consequently disequilibrium, Ihypothesize that non-meaningful learning tends to establishconstructs that interfere with subsequent meaningful learning. Twoprocesses are possible: the non-meaningful knowledge structure mayneed to be discarded and a new structure formed; or the meaningfulconcepts may be rejected due to noncompliance with priornon-meaningful structures. Thus non-meaningful learning may hinder,or even preclude subsequent meaningful learning. To test this hypothesis a two-treatment research design wasframed: Treatment 1 has non-meaningful then meaningful instruction;Treatment 2, meaningful-only instruction. Posttests and a retentiontest provide evidence of learning. Two studies were conductedaccording to this design: a generic with eighth graders and amathematics-specific with fifth graders. An analysis of quantitativeand qualitative data was conducted. In both studies students receiving only meaningful instructionscored significantly better than those receiving meaningful precededby non-meaningful instruction. Interviews revealed Treatment 1students were hindered in transferability and creativity in problemsolving, and made errors by over-generalizing their learning. Theresults of this study suggest that behavioral and constructivistmethodologies are inherently incompatible, which has implications forthe relations between administrative and professional branches ofeducation.
Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical- Action

(14) Title: THE DIFFERENCE THAT MADE A DIFFERENCE: NUANCES OF A TRANSFORMATIVE CURRICULUM IN THE LIFE HISTORY OF JOY HAMILTON, A CHILD WHO HAS SEVERE DISABILITIES (HAMILTON JOY)
Author: LEONE, PHYLLIS JAMES
THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 351
Advisor: MCCARTHY, CAMERON; DOLL, WILLIAM E. JR.

Research Problem: Literature emerging in the field of special education advocates a significant departure from the traditional approach thathas guided special education practices, procedures, and, ultimatelythe decisions made about children. To date, this literature and thedebates it generates are focused primarily on special education forchildren who have mild or moderate disabilities. The dearth ofinformation regarding the implications of an alternative approach forchildren who have severe disabilities is wanting.
This study examines the life history of Joy Hamilton, a child whohas severe disabilities, to reveal how curriculum has affected herlife. Joy's birth, her infant intervention and preschool programs,early elementary education experiences, and her parents' hopes andconcerns for her future are described in detail. As the story of hereducational experiences unfold, it reveals how principles of analternative transformative curriculum are manifested in the educationof a child who has severe disabilities.
Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(15) Title: IMPACT OF THE PRESERVICE FIELD EXPERIENCE IN FOREIGN LANGUAGE TEACHING: A STUDY OF THE DEVELOPMENT OF PRESERVICE TEACHERS' PERSPECTIVES IN FOREIGN LANGUAGE TEACHING. (VOLUMES I AND II)

Author: EGEA-KUEHNE, DENISE
THE LOUISIANA STATE UNIVERSITY AND AGRICULTURAL AND MECHANICAL COL. Degree: PHD pp: 500
Advisor: LAFAYETTE, ROBERT C.

Research Problem: Within the broader issue of teacher education, the focus of this study is on one of the most neglected areas of inquiry in thefield of foreign languages, the preservice field experience, and thedevelopment of student teachers' perspectives of foreign languageteaching. The following questions were specifically addressed: (1)What perspectives of foreign language teaching do student teachershold upon completion of their program of university courses? (2) Isthere an alteration of student teachers' perspectives of foreignlanguage teaching during their student teaching semester? (3) Whatfactors appear to influence student teachers' perspectives of foreignlanguage teaching during their student teaching semester? Berlak &Berlak's concept of "dilemmas" underlies the formulation of theseobjectives, the choice of the method of inquiry, the choice ofinstruments, the procedures for collecting data and for theiranalysis, and the reporting of the findings. The perspectives of five foreign language student teachersattending a major American university were examined during their15-week field experience at the middle and high school levels. Themost appropriate framework for this study was the naturalisticparadigm. Multiple methods were used to collect data from the fivepreservice teachers, the five cooperating teachers, the universityClinical Experiences Office, the methods instructor, and theparticipating schools. A variety of instruments were used to collectdata, including biographical questionnaires and essays, reflectivepre-student teaching writings, Teacher Beliefs Inventory andConceptions of Foreign Language Teaching questionnaires, dialoguejournals, observations and interviews supported by video- andaudio-tapes, and teacher materials. Data were processed usingconstant comparative analysis to identify the dominant themesthroughout the study. Member check, peer debriefing, triangulation,referential adequacy materials, thick description, prolongedengagement, persistent observation, and independent audit, wereemployed to increase dependability, transferability, andconfirmability, while safeguarding against loss of credibility. Conclusions and implications for policy, practice, and futureresearch were suggested by this study. Theoretical and methodologicalissues in studying the development of teachers' perspectives wereaddressed. While the results cannot be generalized to the entirepopulation of student teachers or teachers, they contribute tounderstanding the process of learning how to teach.

Form(s) of Curriculum Inquiry employed in this Dissertation: Theoretical

(6) MICHIGAN STATE UNIVERSITY
Public coed university

Founded in 1855, Michigan State University, located in East Lansing-Michigan, was one of the first institutions of higher learning in the nation to commit itself to the education of all citizens. Its distinguished history of access and excellence continues to this day as it provides graduate students with unique opportunities to make a difference through teaching, research and public service. Michigan State's combination of excellent academic, technical, and professional programs makes it one of the very few American institutions qualified for inclusion in both the National Association of State Universities and Land-Grant Colleges and the Association of American Universities.

Graduate students at MSU have many opportunities to pursue their interests in international affairs. Dozens of faculty members conduct international research and emphasize international issues in their courses. Separate interdisciplinary study programs focus on Africa, Asia, Canada, Europe and Russia, and Latin America and the Caribbean. The Center for Advanced Study of International Development and the Women in International Development Program also sponsor courses and symposia addressing aspects of international relations. For graduate students looking to broaden their academic program in a unique way, MSU offers more than 80 overseas study programs, from English Literature in London to natural resources in Brazil to social work in India. Each year MSU welcomes more than 2,400 international students to campus. At Michigan State, more than 2,000 faculty members in more than a hundred master's and doctoral programs await the opportunity to prepare new graduate students for the discovery, integration, application, and dissemination of knowledge- tomorrow's teachers, researchers, scholars, and leaders. MSU purposes to prepare professionals with the capacity to use knowledge for the betterment of humanity, professionals who will not merely be concerned with satisfying the immediate needs of individuals, but with effecting permanent and qualitative changes in human life in general; professionals who believe, like the Platonic Philosopher that the purpose of contemplation is to return the fruits of knowledge to their fellows; professionals who believe that service is a debt that all scholars owe to society for the privilege of pursuing wisdom. To them, the value of learning consists in application.

The Graduate School: Unique Features:

1. Enrollment: 40,047 graduate, professional and undergraduate students;

2. Graduate Students Groups: 6,572; includes 858 minority (437 African-Americans, 194 Asian-Americans, 196 Hispanics, 31 Native-Americans), 1,859 internationals. Graduate faculty: 2,083 full-time (450 women), 10 part-time (2 women); includes 24 minority (96 African-Americans, 113 Asian-Americans, 28 Hispanics, 4 Native Americans.

3. Tuition: $ 4,328 per year (minimum) full-time, $190 per credit hour part-time for state residents; $ 8214 per year (minimum) full time, $384 per credit hour part-time for nonresidents per year full time and 1,119 per year (minimum) part-time for state residents. $ 11,520 per year full-time, $ 3,814 per year (minimum) part-time for non-residents. Fees of $ 706 per year full-time, $ 410 per year (minimum) part-time.

4. Programs: The Colleges which include graduate programs are: Agriculture and Natural Resources, Business and Management, Communication Arts and Sciences, Education (Counseling, Educational Psychology and Special Education; Educational Administration, Physical Education and Exercise Science; Teacher Education), Engineering, Human Ecology, Human Medicine, International Studies and Programs in Natural Science, Osteopathic Medicine, Social science, Urban Affairs, and Veterinary Medicine.

5. Degrees Offered: Master's, Educational Specialists, and Doctoral degrees

6. Requirements for Admissions: General criteria for admission to a graduate or professional degree program are: (1) official transcripts of the completed undergraduate and/or graduate degree or equivalent from an accredited College or university; (2) outstanding grades and 3 letters of academic recommendations from the undergraduate/graduate institution; (3) acceptable scores on required, standardize examinations (such as the TOEFEL-language requirements for non-English speaking applicants-, GRE, GMAT/Business Program, LSAT/Law program, MCAT/Medical school, the Advanced Test for the School Psychology Program/Education, or any test required by the department/school); (4) a copy of up dated Curriculum Vitae or resume of the applicant, (5) a professional written essay (answering some specific questions), (6) meet any additional individual departmental or program area requirements and follow guidelines for preparing and submitting application materials.

   Contact: University Office of admissions
   250 Administration Building
   Michigan State University
   East Lancing, MI 48824-1046

7. Requirements for Graduation: To earn a Master's (M.A, M.Sc) academic program and course work requirements successfully completed, satisfactory performance on examinations, and a Thesis. To earn a Doctoral degree The student must successfully complete a program of studies established by his/her doctoral committee including course requirements, examinations, research courses, practicum work or its equivalent, internship, independent study or practice, a period of residence and dissertation requirements, among others, depending of individual departmental or program area requirements. A student must be continuously enrolled at the university while working toward the degree. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University which it is focused on research.

8. Doctoral degrees awarded: 979 doctorates in 1993-94.

9. Student services: Low cost health insurance (and medical, dental, and optometric care for students and spouses), free psychological counseling, career counseling and career development and placement services, emergency short-term loans, intramural sports and recreative services. Graduate Housing: 872 units- rooms or apartments- available to single students; 2,284 units available to married students.

10. Financial aid: Fellowships, Research and Teaching Assistantships, Affirmative-Action Graduate Financial Assistance Program.

11. Research facilities: Main library plus 15 additional on campus libraries; total holdings of 3,301,739 volumes, 3,256,021 microforms, 29,556 current periodical subscriptions. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 8650, IBM 3090-J, Apple Macintosh II, Apple Macintosh SE, IBM PC, Zenith ZW 151-8. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: 182 matriculated students, includes 23 minority (2 African-Americans, 15 Asian-Americans, 3 Hispanics, 3 Native-Americans). Students in Curriculum Studies program: more than one hundred and sixty five full-time Ph.D. students. Faculty: 68 full-time (33 women), 0 part-time. Faculty in Curriculum Studies Program: 40 faculty with Ph.D. degrees and 2 with D.Ed. degrees. Years of experience as Curriculum Professors range between: 1 and 20 years.

2. Name of the Unit: Department of Teacher Education, College of Education.

3. Department Head or contact faculty member: Dr. Bruce Burke (Coordinator, Master's Program in Curriculum and Teaching) and Dr. Michael Sedlack (Coordinator of Ph.D. Program of Curriculum, Teaching, and Educational Policy).

   Office address: Department of Teacher Education
   313 Erickson Hall
   Michigan State University
   East Lansing, MI 48824-1034
   Phone: (517) 355-1872

4. Name of the Program that focuses on Curriculum Studies: curriculum and teaching (M.A); curriculum teaching and education policy (Ph.D, Ed.S)

5. Requirements: Entrance: for doctorate and Ed.S, GRE general test or MAT. Degree requirements: for master's, foreign language not required; for doctorate, dissertation required, foreign language not required, 45 credits minimum; for Ed.S, foreign language and thesis not required.

6. Degrees awarded: In 1992, 129 Master's, 25 doctorates, 6 Ed.Ss awarded. In 1993-94: 33 doctorates in Curriculum Studies.

7. Primary Goals of the Graduate Program in Curriculum are: The purpose is to prepare the student, through specialized and intensive study, for a career in the profession, whether this career involves teaching and research in the academy, or nonacademic work in the public or private sectors.

8. Unique strengths of the graduates Programs in Curriculum: (1) Faculty (productivity, research oriented, stable and dedicated, diverse interests and background, wide number of publications, and many speeches and papers for conventions, (2) research (emphasis on inquiry, extensive research data available, reputation for research, national visibility, (3) curriculum (interdisciplinary, a core of required course, distinctive connection to teaching and educational policy. Programs accredited by NCATE), (4) students (placement, national recruitment, selection procedures) and (5) environment (resources, academic life and libraries). This department is nationally recognized for the quality of its graduate programs and for the conduct of research: scholarship and research at Michigan State University (MSU) preserve and enrich cultural and creative traditions while contributing to the formulation of new knowledge. Graduate instructional programs draw upon and support faculty research, extend the benefits of this research, and educate students for academic and professional careers. Research and public outreach are mutually enriching activities and each contributes significantly to the high quality of the MSU's graduate programs. Scientific research, teaching and service are cherished traditions at MSU, and the study of society and the humanities has been central to the university's mission since the early twentieth century. Working closely with faculty members with expertise in these areas

provides graduate and professional students with learning opportunities grounded in the unique combination of educational resources.

9. Graduate Programs in Curriculum are among the leading Programs in the United States because of: (1)reputation of faculty, participation of faculty and students in professional groups, (2) curriculum research publications and national leadership in funded curriculum research, (3) the quality of graduates. Michigan State University, as one of the nation's premier research-intensive land-grant universities, is dedicated to the principle of applied learning. MSU was one of the first institutions of higher learning in the nation to give all citizens, regardless of background, the chance to make a difference. Through its tradition of translating basic research into usable form, MSU has restored to the university its original intent: to serve the larger community as a functional center of knowledge and expertise. In these times of global change, it is essential to MSU to find and train individuals who not only know how to learn, but how to apply their learning.

10. Faculty Research: diverse forms of curriculum inquiry in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students in research design, research methodology, statistics, survey research, historical, philosophical, scientific, ethnographic, naturalistic, theoretical, phenomenological, hermeneutic, evaluative, normative, integrative/review/synthesis, and combination of methods.
Courses which are offered this year, are the following:

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take research courses with emphasis on quantitative and qualitative research, (2) put students in an overview course on different types of research methods and (3) ask students to enroll in a research methods course with only students in the same Curriculum program (4) initiate students into research while the faculty member is engaged in a specific kind of research.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Michigan State university, january 1993 - June, 1994

(1) Title: NORTH CENTRAL ASSOCIATION'S OUTCOMES ACCREDITATION IN THE SENIOR HIGH SCHOOLS: A STUDY OF THE IMPACT OF OA ON STAFF AND ON THE DECISION-MAKING PROCESS (ACCREDITATION)
Author: BRUNN-MACHNAK, JULIA KAY
MICHIGAN STATE UNIVERSITY - PHD pp: 192
Advisor: MOORE, SAMUEL A. II

Research Problem: In the study the researcher describes and explains the efforts of three senior high schools in Michigan that havesuccessfully used the North Central Association OutcomesAccreditation (OA) option for accreditation and school improvement.She presents a model based on the non-linear nature of the way the OAchange process works. She explores in detail the impact of OA on thestaff training and collaboration and on the decision making process.All three schools were completing their fourth or fifth year in OA atthe time of the study.

The data are gathered through a survey of the entire staff;on-site interviews with key players; and reports and schooldocuments. The survey includes information about the educational andexperience background of the staff; a description of the nature andextent of people's involvement in OA; and their perceptions abouttheir training, the nature of decision making, the extent ofcollaboration, and the impact of OA. The interviews provide anopportunity to get a sense of the ups and downs in trying toimplement the program and the reasons the staffs feel they aresuccessful. The OA reports, the demographic and financial data, andunion contracts give a sense of the context within which the schoolswork. The researcher finds that agreeing on a mission and target goalshelps the schools focus and mesh the use of the organizational changeprocess and classroom change. Age, gender, and length of time ineducation are not inhibiting factors for staff members.

The involvement of the staff in choosing target goals andstrategies also helps to increase informal collaboration among staffmembers and the likelihood of use of the techniques learned intraining sessions. The OA process moves each school toward a more participativemodel of decision making. The nature and extent of teacher leadershipseem to help to bring about the change. Central offices aresupportive financially, although they continue to have their agendasas well. Teacher unions support OA informally and plan to addcontractual language for OA. Two problems surface in all schools. First, OA is verytime-intensive. Second, committees had to devise strategies to gradually increase the involvement of most staff.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-natural.

(2) Title: DIVERSITY, BUDGET AND FINANCE, AND TECHNOLOGY: IMPORTANCE ACROSS TIME AND INSTITUTIONAL TYPE AND CURRICULAR IMPLICATIONS FOR COLLEGE STUDENT PERSONNEL PREPARATION PROGRAMS
Author: HENNING, GAVIN WALTER
MICHIGAN STATE UNIVERSITY - MA pp: 102
Advisor: GARCIA, RODOLFO

Research Problem: This study examined the importance and curricular

implications of three issues which affect student affairs practice:diversity, budget and finance, and technology. Samples of students,recent graduates, faculty, and senior administrators were interviewedto obtain their perceptions about the importance of these issues.

There was general consensus among participants about theincreasing importance of these issues to student affairs practice,and hence support for the thesis that this content must form part ofcollege student personnel preparation curriculum. The groups hadconflicting opinions about the importance of diversity and budget andfinance across institutional types, but agreed that technology wouldbe most important at large institutions. The best approach foraddressing diversity in the curriculum was "integration throughoutrequired courses", and for budget and finance it was "requiredcourse". These two approaches shared the "best" recommendation forteaching technology.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(3) Title: THE DEVELOPMENT OF AN INTEGRATED WORKPLACE LITERACY MODEL (LITERACY)
Author: HULTQUIST, CARL JAY
MICHIGAN STATE UNIVERSITY -: PHD pp: 232
Advisor: BADER, LOIS

Research Problem: Workplace literacy has emerged as a major topic for discussion among business and education leaders during the last fiveyears. Many business leaders see improvement of the literacy levelsof their workforce as one solution to competing with otherbusinesses; others as a revitalization tool for adult education,training and retraining programs; and still others, a cure for theunemployed and under-employed.

The purpose of this study was to develop a theoretical workplaceliteracy model that would contribute to the development of workplaceliteracy programs. Grounded theory methodology was used to develop aworkplace literacy model for use by practitioners in business,industry, and education in their efforts to provide workplaceliteracy training. Analyses of existing models, content areaanalyses; observations of workplace literacy programs; interviewswith educators, program administrators, various content experts; andexpert reviewers provided the data for analysis and formulation ofthe theoretical model. The workplace literacy model which emerged has three majorphases: needs analysis; curriculum design and development; andprogram delivery. Each phase is integrated with other phases using asystems theory approach that focuses on the inputs to each phase andthe outputs from each phase leading to the next phase and finally tothe delivery of the workplace literacy training. Integration emergedas a key concept of the model. The integration of planning, needsanalysis, assessment, curriculum design and development, deliveryoptions and other components of the model and how they affect theinputs and outputs of each are crucial to the development of apractical, workable literacy program. The Integrated Model uses termsthat are familiar to practitioners in the field, thus allowing forthe inclusion of other formal theoretical knowledge and ease of useand adjustment for a particular workplace setting and context. Theresearcher found that the analytical tools used in this study wouldbe useful to the practitioner when developing a workplace literacyprogram.

Form(s) of Curriculum Inquiry employed in this Dissertation: Theoretical

(4) Title: THE TECH PREP MOVEMENT: ONE SCHOOL'S RESPONSE TO INDIANA PUBLIC LAW 217 (PL 217)
Author: CLINE, DAVID ALLEN
MICHIGAN STATE UNIVERSITY PHD pp: 198

Advisor: GALLAGHER, JAMES

Research Problem: The study described, analyzed, and interpreted one school's response to Indiana Public Law 217. Placed in the context ofthe national movement toward technology preparation for high schoolstudents, the chronology of events leading to implementation of atwo-year Tech Prep program in Roosevelt High School is told throughthe words of the key players in its development.

Three teachers representing mathematics, science, and Englishwere observed for eighteen months. Each teacher and the relevantadministrators also were interviewed. Data sources included audiorecordings and transcripts of interviews, field notes, sitedocuments, daily logs of the researcher, curriculum documents, andlegislative documents that have direct bearing on the study. Analysisof data was done in the tradition of interpretive research.

It was found that the program had a high impact on aboutseventy-five students and three teachers, but has had little effecton the total school population. As reported by the teachers, thestudents seemed to improve their overall competency level in math,science, and English through the integration of the disciplines. The teachers in this study experienced growth in their teachingexpertise. They described the change that occurred when asked tofunction as part of a team using an activity-based curriculum. The teachers were given a year to develop curriculum "by the seatof the pants" and develop a formal curriculum document after thefirst year of the program. This led to much experimentation on thepart of the teachers, but the resulting document bore littleresemblance to the exhilarating style and radical experimentation ofthe preceding year. It was found that these teachers had a difficulttime articulating exactly what they wanted to do in written form.Curriculum guides, to the observed teachers, were not livingdocuments, but rather paperwork done only to fulfill some school orstate requirement. Implications of this research for the discussion of schoolreform, curriculum development, teacher role, and teacher educationare examined.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(5) Title: THE RELATIONSHIP OF SERVICE-LEARNING PROJECT MODELS TO THE SUBJECT-MATTER ACHIEVEMENT OF MIDDLE SCHOOL STUDENTS

Author: DEWSBURY-WHITE, KATHRYN ELLEN

MICHIGAN STATE UNIVERSITY - PHD p: 188

Advisor: BADER, LOIS A.

Research Problem: The purposes of the study were to (a) investigate the model of instruction middle school students received through aservice-learning project and students' understanding of the socialissue being studied, (b) determine whether certain variables wererelated to students' understanding of the social issue being studied,and (c) learn which instructional components of the project thestudents considered most meaningful. The findings could focus theactivity of teachers on instructional practices to achieve desiredaffective and academic goals for middle school students. Also, theresearcher hoped to add to the literature on the topic ofservice-learning that discusses how effective integration of serviceinto the content-area curriculum can be ensured.

The study population comprised 524 public middle school studentsin a suburban Class B district in central Michigan. The sampleincluded 438 students who completed a pre inventory, 403 students whocompleted a post inventory, 22 students interviewed by theresearcher, and 63 students who elected to participate in off-campusservice visits.

Two slightly different models of service-learning instructionwere studied in an effort to identify differences in subject-matterachievement and variables that might contribute to the differences. Alocally developed instrument was used to measure (a) subject-

matterachievement, (b) number of extracurricular activities studentsparticipated in, (c) students' involvement in the food drive, (d)students' exposure to media information, and (e) which activitiesrelated to the food drive were most meaningful to the students.Interviews were conducted with students to gather data to support orcontradict the inventory data. The statistical tests and interview data support the followingmajor findings: (1) Students participating in off-campus servicevisits appeared to be better informed about the social issue ofhunger than non-service-visit students. (2) Students receiving thecontent-integrated model of instruction scored significantly higheron the subject-matter portion of the post inventory than studentsreceiving the isolated model of instruction. (3) The instructionalcomponents considered most meaningful to students were thoseactivities that resulted in an externally valued product--that is,something that provides validation of the value of one's activities.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(6) Title: AN INVESTIGATION OF MIDDLE-GRADE STUDENTS' COMPREHENSION OF LOGICAL CONNECTIVES FOUND IN SIXTH- AND EIGHTH-GRADE SOCIAL SCIENCE TEXTBOOKS (SIXTH-GRADE)
Author: FIELDS, DOROTHEA P.
MICHIGAN STATE UNIVERSITY - PHD pp: 224
Advisor: BADER, LOIS

Research Problem: The three major objectives in conducting the present study were (a) to determine whether there is a relationship between sixth-and eighth-grade students' scores on the Logical ConnectivesInventory and their scores on the Reading Comprehension and ListeningComprehension subtests of the Stanford Diagnostic Reading Test(SDRT), (b) to determine whether there is a relationship between thefrequency with which selected types of logical connectives occur insocial science textbooks and sixth- and eighth-grade students'comprehension of these connectives and mastery of them on theresearch instrument, and (c) to investigate the relationship betweenthe specific types of logical connectives presented and taught insixth and eighth graders' English textbooks and the students' masteryof these logical connectives on the research instrument.

To collect the data for this study, the researcher developed theLogical Connectives Inventory, which contained six types of logicalconnectives: additive, illative, causal, contrastive, conditional,and temporal. The instrument contained gap fill-in, sentencecompletion, and multiple-choice-synonym passages. The studypopulation comprised 41 sixth graders and 43 eighth graders whoattended Holt, Michigan, Public Schools. They were on-grade-levelreaders, according to their scores on the SDRT. Data were analyzedusing simple correlations and analysis of variance. The significancelevel for all tests was set at.05. Major findings were: (1) Sixth andeighth graders' mean scores on the research inventory were almostidentical: 33 and 32, respectively. Students' performance on all sixtypes of logical connectives was similar, with a range of only eightpercentage points from the lowest to the highest mean percentagecorrect (.22 to.30). (2) One significant relationship wasfound--between students' scores on the Reading Comprehension subtestof the SDRT and their comprehension of selected types of logicalconnectives in the Logical Connectives Inventory. (3) Passagescontaining temporal logical connectives were the easiest for studentsto respond to correctly; those containing additive logicalconnectives were the most difficult for both groups. (4) In both thesixth- and eighth-grade English textbooks, an insignificant amount ofdirect instructional information was devoted to logical connectives.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(7) Title: THE COLLEGE OF BUSINESS CORE CURRICULUM AS IT RELATES TO FIRST JOB SKILL AND KNOWLEDGE NEEDS (BUSINESS CURRICULUM, JOB SKILLS, MICHIGAN STATE)
Author: MAHONY BETTERLY, JOANNE
MICHIGAN STATE UNIVERSITY - PHD pp: 227

Research Problem: The purpose. The major purpose of the study was to determine the perceptions of certain 1988 and 1990 Bachelor of Artsbusiness administration graduates of the College of Business atMichigan State University concerning the business core curriculum inrelation to meeting educational course objectives and first job skilland knowledge needs. The secondary purpose of the study was tocompare and contrast the perceptions of the 1988 and 1990 Bachelor ofArts business administration graduates regarding the business corecurriculum as it relates to first job skill and knowledge needs.

The procedure. The sample populations of two hundred thirty 1988graduates and two hundred seventy-six 1990 graduates were mailed aquestionnaire. Eighty-five (37%) of the 1988 graduates andninety-three (34%) of the 1990 graduates returned usable instruments. The data were analyzed using descriptive as well as statisticalmethods. The t-test of significance and the chi square test ofhomogeneity were used to examine the differences between the twopopulations.

Findings. It was found that the College of Business at MichiganState University had done very well in preparing Bachelor of Artsbusiness administration graduates of the classes of 1988 and 1990 forthe contemporary business community. The responding graduates hadvery positive perceptions regarding how well the core courseobjectives were met and how the College's core curriculum preparedthem for their first job skill and knowledge needs. It was also found that there were more similarities thandifferences between the 1988 and 1990 Bachelor of Arts businessadministration graduates in their perceptions regarding the corecurriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(8) Title: TWO WORLDS OF SCIENCE: AN EXAMINATION OF AN ENRICHED AND A GENERAL SCIENCE CLASS (ABILITY GROUPING, CLASSROOM CLIMATE)
Author: MCELROY, KEITH
MICHIGAN STATE UNIVERSITY - PHD pp: 195

Research Problem: This is a case study of an enriched and a general science class taught by the same teacher. The study describes thedifferential treatment of the two classes as a consequence of abilitygrouping the students. It does this by characterizing the nature ofthe academic work done by the students as well as the development ofthe classroom climate and student attitudes in the two classes. Thefindings shows that in the enriched class a supportive and nurturingclimate developed, while in the general class an increasinglyantagonistic climate developed with the development of a group ofstudents becoming alienated from the teacher and the subject matter.In addition, the social structure created by the students in thegeneral science class interacted with the school's placementpractices in ways that created unintended consequences. Socialbonding theory provides a theoretical perspective that yields insightinto why these unintended consequences developed and points towardspossible ways in which a larger percentage of science classrooms canachieve supportive and nurturing climates.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(9) Title: INSIDE THE BARGAIN: HOW LOW-ACHIEVERS AND THEIR TEACHERS CONSPIRE TO AVOID SERIOUS AND SUSTAINED ACADEMIC PURSUITS (AVOIDANCE)
Author: SHAW, EUGENE ROBERT
MICHIGAN STATE UNIVERSITY - PHD pp: 282

Research Problem: Purpose. The purpose was to describe and explain the norms in classrooms that contain low achievers. Describing necessitatedthat the researcher generate data. Explaining necessitated that theresearcher apply a theory through which to view and explain the setof data. Both social systems and social exchange theory operate underthe premise of norms. Therefore, it was reasonable to apply socialexchange theory to the classroom norms.

Sample and method. The sample contained 21 participants. Thirteenwhite students and 2 hispanic students, grades 9 through 12 wereselected using theoretical sampling. Six white teachers were selectedusing the snowball method. Initial contacts were made through theprincipal and a counselor.

The researcher used the theoretical framework to generate aschedule of interview questions. The method used was thetape-recorded interview and non-participant observation. Theresearcher conducted 21 interviews and used 105, one-hournon-participant observations to confirm, refute and/or extend theinterview data. Interviews and observations were tape recorded.Subsequently, all tapes were transcribed. The data were hung on thetheoretical framework and explained in terms of social exchangetheory.

Findings. The norms in these classrooms permit and even encourageboth sides to give minimal effort. In turn, each side expects andaccepts that the rewards for their effort will also be minimal. Theclassroom norms are mutually gratifying, and therefore, neither sideseeks to change the status quo. The behavioral norms which encouragerespect for bureaucratic status remain unchanged, and in fact cannotbe bargained away. However, the academic norms which regardachievement are established at such a low level that even theorganization's policies, which support achievement are subverted.Mutual gratification explains why there is seldom conflict inclassrooms. Mutual gratification also explains why the norms gounchallenged. Recommendations. A theory is a lens through which a researcherviews, describes and explains a phenomenon. Further study should beconducted with other students and/or other theories, subsequentlyintegrating the findings with this and previous researches in orderto confirm, refute, and extend the current findings.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-ethnographic

(10) Title: INTERACTIVE POLICY-MAKING: STATE INSTRUCTIONAL POLICY AND THE ROLE OF THE SCHOOL DISTRICT
Author: SPILLANE, JAMES P.
MICHIGAN STATE UNIVERSITY - PHD pp: 268
Advisor: COHEN, DAVID

Research Problem: This study explores how two school districts respond to a state reading policy which was developed to push ambitious approachesto reading instruction. The study examines central officeadministrators' and school staffs' efforts to guide classroom readinginstruction and considers the role that the state reading policyplayed in these local initiatives.

The study questions the traditional view of local administratorsas mere implementors of state policy and argues that local centraloffice and school staff contribute to making instructional policy.The state policy was only one of many streams of instructional ideason which local administrators drew to develop local instructionalpolicy. Based on this study, I argue that interactive policy-makingis a helpful perspective with which to explore the relationshipbetween state policy and school districts.

The instructional reform ideas local administrators understandfrom the state policy vary both within and between these twodistricts, and these individual differences shape the local districtresponse to the policy. The study suggests that the local response tostate instructional policy is shaped by a complex web of localadministrators' personal resources (e.g., their knowledge and beliefsabout instruction) and local organizational resources. Central officeand school administrators' personal resources influence how theyattend to and interpret state policy. Personal resources alsoinfluence how local administrators mobilize their organizationalresources which, together, shape the local response to state policy.To understand the local response to state policy, then, we must focuson the interaction of personal and organizational resources ininfluencing local administrators' understanding of state policy andtheir efforts to incorporate these ideas into local instructionalpolicies.

Finally, the study considers issues of policy design andanalysis, suggesting that current systemic reform efforts to pushinstructional change through curriculum alignment need to pay closerattention to the dynamics of the local context, especially how localadministrators' personal resources shape their response to stateinstructional policy. The study also questions traditional zero-sumnotions of state and local relations.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(11) Title: EARLY INDICATORS OF DROPOUT POTENTIAL: A STUDY OF GRADUATES AND NON-GRADUATES IN A MID-WESTERN HIGH SCHOOL (NONGRADUATES)
Author: WELLS, LAWRENCE VERNON
MICHIGAN STATE UNIVERSITY - PHD pp: 167

Research Problem: The purpose of the study was to determine if there was a difference in potential dropout indicators, at the elementary level,between selected graduates and non-graduates. The population wasgrouped as follows: (1) Graduates without dropout indicators. (2)Graduates with dropout indicators. (3) Non-graduates without dropoutindicators. (4) Non-graduates with dropout indicators. Data were obtained from cumulative records and interviews.Cumulative records contained potential dropout indicator data (i.e.attendance, grade point average, retention, citizenship, standardizedtest scores, mobility). Data analyses were conducted at alpha.05through analysis of variance, Scheffe group difference comparison,multivariate analysis of variance, and univariate F test. Thestudents' elementary school experience was examined throughinterviews. Cumulative record data analysis and interview findings weregenerally in agreement. There was a difference in the characteristicindicators of dropout potential for students with indicators who dropout and students without indicators who graduate. Statistics wereinsufficient to determine a difference between groups on reasons forstaying in school when dropout indicators indicated increased dropoutpotential. Interviews revealed there was some difference. Thedifference was the extent of family support. Data were insufficientto determine the impact of mobility on dropout potential. Nullhypotheses were stated for dropout indicators. All hypotheses, withthe exception of retention, were rejected. Interview responsessuggested there was a difference among groups on dropout potential. Conclusions of the study indicated groups without dropoutindicators and groups with dropout indicators had characteristicsconsistent with their group status. Interview responses suggestedthat group perception of themselves was also consistent with theircohort status. The development of a broad profile indicative ofcharacteristic potential dropout indicators is considered a factor inearly identification of those at greater risk of dropping out.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(12) Title: THREE WISE MONKEYS: TEACHING ETHICAL CONTENT THROUGH CASE STUDIES. (VOLUMES I AND II) (ETHICS INSTRUCTION)
Author: MEAD, JAMES VALDA
MICHIGAN STATE UNIVERSITY - PHD . pp: 404
Advisor: SYKES, G.

Research Problem: In this multisite case study the researcher contrasts teaching ethical content using case studies in three geographicalsites and in three professional schools--medicine, business, andeducation. The author explored questions about how instructors in thevarious professional schools, through case studies, structureopportunities for students to learn about ethical issues. Thesequestions included the criteria for a good teaching case and thesources instructors draw their cases from. Other chapters describethe case analysis methods instructors used and instructors'backgrounds that played an important role shaping the maxims oranalytic procedures they taught in the case analysis. A major findingfrom these data was that practical ethics instructors in theseprofessional schools deal with difficult moral cases using maximsthat were not straightforward applications of principles drawnexclusively from traditional moral theory and applied to practicalproblems in the field. The author distinguishes between "following aprinciple" and "following a maxim" as distinct but related activitiesin moral problem solving. Sometimes instructors used cases toillustrate theories and principles that went beyond thoseconventionally defined as moral theory. In other instances theinstructors used a case study as an opportunity for their students topractice wide reflective equilibrium. Case study details played adifferent role at either end of the continuum. Instructors using acase to illustrate a theory advocated strategies that identifieddetails that supported the connections they wished to make or theydevised strategies that filtered-out "extraneous" details.Instructors teaching wide reflective equilibrium saw case detail asthe test for principles suggested by paradigm cases. The case detailsin reflective equilibrium shaped moral knowledge not illustrated orconfirmed that knowledge as it was stated in a Utilitarian principle.These two extremes for case study use represent different instructormodels of student learning. Instructors using cases that connected toa body of knowledge illustrate a genetic or behavioral studentlearning model. Instructors using cases that influenced students'beliefs or emphasized decision-making procedures suggestconstructivist learning models. The study's conclusion includeshypotheses for future investigation notably the learning claims madefor case study teaching.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(13) Title: A QUALITATIVE ANALYSIS OF THE USE OF LANGUAGE ARTS INSTRUCTION IN TWO SIXTH-GRADE CLASSROOMS TO DEVELOP AWARENESS AND UNDERSTANDING OF CULTURAL DIVERSITY
(MULTICULTURAL EDUCATION)
Author: GATES-DUFFIELD, PAMELA SUE
MICHIGAN STATE UNIVERSITY - PHD pp: 293
Advisor: FITZGERALD, SHEILA

Research Problem: The purpose of this qualitative study was to observe the teaching and learning practices of two sixth grade teachers who teachin a culturally diverse school setting, are committed tomulticultural education, and use children's literature and languagearts instruction to promote awareness and understanding of culturaldiversity. I examined a teaching unit which was initially intended tohelp sixth grade students understand the racism and prejudice whichwas an integral part of the World War II experience and inparticular, the Holocaust. It expanded, however, into an ongoing

unitwhich ultimately examined the racism and prejudice of the AfricanAmerican experiences of the 1930's up through the Civil Rightsmovements of the 1950's and 1960's, and ended with an examination ofracism and prejudice in relation to some of the Native Americanexperiences.

Three major assertions of this study relate to cognitive,emotional, and metacognitive development of student understandingsabout issues of racism and prejudice through the global andhistorical perspectives presented in children's literature anddelineated through their classroom language arts instruction. Thestudy also reveals four elements which influenced the success of theunit: (1) the importance of literature as a vehicle through which toview racism and prejudice; (2) the importance of providing studentswith an historical context by which they can come to understand theglobal implications of racism and prejudice; (3) the importance ofcooperative learning versus a lecture format; and (4) the importanceof reflection time for teachers. Together, these elements providedthe structure through which the cognitive, emotional, andmetacognitive levels of understanding could be met for the sixthgrade students. Important implications of this study relate to multiculturaleducational theory and practice. In particular, the implicationsaddress the issues of white middle-class female teachers inculturally diverse classrooms, teacher education programs, andcurriculum reform.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophy

(14) Title: TEACHING LANGUAGE CONCEPTS AND LABELS TO PRESCHOOL CHILDREN IN SPECIAL EDUCATION AND HEAD START CLASSES THROUGH PHYSICAL EDUCATION LESSONS

Author: CONNOR, FIONA JANE

MICHIGAN STATE UNIVERSITY - PHD pp: 204

Advisor: DUMMER, GAIL M.

Research Problem: This study attempted to improve language concept comprehension, language label knowledge, and overall gross motorskill performance in preschool children. Two treatments wereimplemented--a language-enriched physical education (PE) intervention(experimental) and a PE intervention (control). Seventy two children,aged three to six years from preschool special education classes(PPI), Head Start (HS), and typical preschool programs (PS), wereassigned to five groups: PPI experimental (n = 14), PPI control (n =12), HS experimental (n = 18), HS control (n = 17), and PSexperimental (n = 11). Each intervention took place in three,30-minute lessons per week, for eight weeks.

All children were pretested and posttested on languageconcept/label knowledge using the Bracken Basic Concept Scale, and onmotor performance using the Peabody Developmental Motor Scale. A 2(treatments) x 2 (programs) x 2 (times of testing) repeated measuresANCOVA with treatment nested within program, was applied to the groupmean raw scores for each dependent measure, with follow-up usingTukey HSD. The PS group was omitted from analysis due to lack of acontrol group.

Children in all groups improved their school readinessconcept/label and direction/position concept knowledge. HS childrenoutperformed PPI on both language measures. However, HS did seemdelayed in school readiness concept/label knowledge compared to PS.Motor skill improvement occurred in balance, nonlocomotor, locomotor,and receipt/propulsion skills, with children in PPI, HS, and PSshowing similar gains to those indicated in previous studiesinvolving typical preschoolers. However, in this study all subjectshad low motor performance scores compared to the expected standardscores for their age, with the PPI group scores ranking significantlylower than HS and PS scores, respectively. The experimental and control groups improved equally on the motorskill measures. Therefore, PE could be included as anotherenvironment in which to emphasize cognitive development

across thecurriculum. Furthermore, the generally poor motor performance scoressuggested a need for preschool motor skill instruction.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(15) Title: AN INVESTIGATION OF HIGH SCHOOL PRINCIPALS' ATTITUDES AND PERCEPTIONS TOWARD RESTRUCTURED TEACHING AND LEARNING
Author: WELLS, CARYN
MICHIGAN STATE UNIVERSITY- PHD pp: 273

Research Problem: The purpose of this study was to investigate high schools relative to restructured teaching and learning processes, defined ascurriculum, instruction, equity, and delivery structures. Because theprincipal is a key player in reforming the school, the perceptions ofprincipals were gathered and analyzed. Specifically, principals wereasked to relate their attitudes toward, current extent ofimplementation, and pressures felt to restructure teaching andlearning in their schools. Descriptive and inferential analyses were used to investigaterelationships used for descriptive research purposes. A survey wasdeveloped by the researcher to describe the four subsets involvedwith restructuring. The 39-statement survey was mailed to astratified sample of 300 high school principals in Michigan, afterthe pilot-phase completion of content validity and reliabilitychecks.

The Far West model was the conceptual framework for this study.This model asserts that the principal is shaped by his or herpersonal characteristics as well as district and externalcharacteristics. Principals, in turn, determine the school climateand instructional organization of the school. All independentvariables were constructed from the personal, district, and externalcharacteristics typified in the Far West model. The results of this study revealed that principals indicatedstrong agreement for the concepts associated with restructuring, butthey had little implementation of the same. Principals with acurriculum/instruction major/minor indicated significantly higherlevels of implementation than principals without the same. Femalesindicated more favorable attitudes toward restructuring than theirmale counterparts. Principals felt most pressure to restructure fromexternal sources, specifically, legislation/laws,government/legislators, the Michigan Department of Education, andbusiness/industry. The principals also related a fair amount ofpressure from their district superintendents and otherprincipals/peers. Principals from larger schools and larger districtsdisplayed more positive attitudes than those from smallerschools/districts.

The literature indicates that high schools are in need of majorrestructuring--in particular, what happens in the classroom. Thisstudy provided a framework for thinking about substantive educationalreform, and it called principals to action for the same.
Form(s) of Curriculum Inquiry employed in this Dissertation:scientific

(16) Title: THE INFLUENCE OF AGRISCIENCE AND NATURAL RESOURCES ON STUDENTS' SCIENCE ACHIEVEMENT SCORES
Author: CONNORS, JAMES JOSEPH
MICHIGAN STATE UNIVERSITY - PHD pp: 227
Advisor: ELLIOT, JACK

Research Problem: Over the past several years, poor science test results have increased the demand for improved science education for Americanstudents. New and innovative methods of presenting scientificmaterial are needed to improve student achievement and enthusiasm forlearning science.

One solution to this dilemma has been to increase students'interest in science by using agricultural and natural resourcesconcepts to teach science. Teaching science through agricultureincorporates agriculture into the curricula to more effectively teachscience. This research study sought to show that students who enrolled inagriscience and natural resources comprehend science principles on anequal level as students who did not enroll in agriscience and naturalresources. The study also surveyed Michigan agriscience and naturalresources educators to determine their attitudes, perceptions, andknowledge about the new Michigan Agriscience and Natural Resources(ANR) Curriculum. A standardized science test was used to measure students' scienceknowledge. A mailed questionnaire was used to determine ANR teachers'perceptions about the new curriculum. The results showed that there was no difference in the scienceachievement test scores of students who had and had not enrolled inagriscience and natural resources. The variables that explained themost variance in science test scores were the number of sciencecredits completed and the students' overall grade point average. The analysis of the teachers' survey found that Michiganagriscience and natural resources educators were teaching a highpercentage of the science objectives in the Michigan Agriscience andNatural Resources Curriculum. Respondents had a positive attitudeabout agriscience but a moderate level of knowledge about theMichigan ANR curriculum. Regression analysis found the hours oftechnical in-service explained a significant amount of the variancein the percent of science objectives taught by teachers.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(17) Title: A COMPARATIVE DESCRIPTIVE STUDY OF MICHIGAN AGRISCIENCE STUDENTS' ATTITUDES TOWARD INTERNATIONALIZING AGRICULTURAL EDUCATION PROGRAMS

Author: WILLIAMS, EDWARD EARLE

MICHIGAN STATE UNIVERSITY - PHD pp: 139

Research Problem: The researcher identified two groups for a comparative descriptive study of students' attitudes toward internationalizingagricultural education programs (IAEP) in Michigan. Students whoseagriscience teachers had participated in an IAEPcurriculum-development/inservice project made up one group, andstudents whose agriscience teachers had not participated in the IAEPproject made up the other group. Agriscience teachers from bothgroups were randomly selected to participate in the study. Theresearcher surveyed 393 juniors and seniors in 17 agriculturaleducation programs in Michigan secondary schools using aquestionnaire developed specifically for the study. The three-partsurvey contained items designed to measure students' attitudes andbeliefs about internationalizing agricultural education programs(IAEP), concepts related to global/international agriculture, anddemographic information. Survey reliability was.96 for Part I and.83for Part II. The response rate was 78%. Using SPSS/PC+, the researcher ran descriptive statistics on all85 survey items, establishing group mean scores for each item inParts I and II of the survey, and frequencies for studentdemographics. Combined descriptive analyses were run on items groupedaccording to topics or themes, establishing mean scores for eachtopic/theme. T-tests were run to determine possible differencesbetween students whose instructors had or had not participated in theIAEP curriculum-development/inservice project. Multiple regressionsand t-tests were run to determine possible relationships betweenstudent demographics and responses. Major study findings were that students (a) responded positivelytoward IAEP, (b) expressed preferences for methods of learning aboutIAEP, and (c) thought they should receive more instruction on IAEP intheir coursework.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(18) Title: A COMPARATIVE ANALYSIS OF TEACHER-DIRECTED AND COMPUTER-ASSISTED INSTRUCTION IN TERMS OF STUDENTS' KEYBOARDING ACHIEVEMENT, ATTITUDES, AND COOPERATIVE LEARNING
Author: CROWELL, ESTHER M.
MICHIGAN STATE UNIVERSITY - PHD pp: 186
Advisor: POLAND, ROBERT

Research Problem: Modern technology has led many educational institutions to invest in microcomputers for instructional purposes. As a result ofthe increased use of computers, the effectiveness of typewriters andthe method used to teach keyboarding skills are questioned. The majorpurpose of this study was to analyze keyboarding skills of studentsusing the teacher-directed and computer-assisted modes ofinstruction. Specifically, this study was aimed at comparing the twomodes of instruction by examining students' attitudes, collaborativelearning, and achievement.

A quasi-experimental design was used for this study. The subjectsconsisted of 66 students enrolled in the Fundamentals of Typewritingand Keyboarding classes at an urban community college. The sample wasdivided into two groups. The experimental group was taughtkeyboarding skills with computer-assisted instruction onmicrocomputers. The control group was taught similar skills withteacher-directed instruction on electronic typewriters.

Twenty-five keyboarding lessons were divided into five units.Three instruments were developed by the researcher to gather data onstudents' attitudes and cooperative learning. Two instruments wereadministered at the end of every fifth lesson; the third was given atthe end of the study. A pretest and posttest were given to analyzekeyboarding achievement in speed, accuracy, and skill development invertical, horizontal, block, and spread centering. The analysis of data included the use of analysis of variance andrepeated-measures analysis of variance to determine whether adifference occurred between the two groups as specified in the sevenhypotheses. The.05 level of significance was used in analyzing theresults from the tests. Findings from this study revealed no significant differencesbetween the two methods with regard to students' attitudes,cooperative learning, and achievement, regardless of previouskeyboarding experience. There was a significant difference in speed;the control group typed faster than the experimental group. Also, theexperimental group made fewer errors than the control group, althoughthis difference was not statistically significant. This studysupports the findings of other research, namely, that both modes ofinstruction are equal in teaching key boarding skills to students and that students prefer interacting with a teacher but enjoy using thecomputer.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(19) Title: ON-THE-JOB TRAINING, TEACHING PRACTICE, AND STUDENT ACHIEVEMENT IN THAILAND: A MULTILEVEL ANALYSIS
Author: DI-IBOR, IKECHUKWU CHUKWUEMEKA
MICHIGAN STATE UNIVERSITY - PHD pp: 161

Research Problem: This study uses multi-level analytical techniques to examine the effectiveness of a nation's in-service teacher trainingprograms on classroom practice and student achievement in Thailand.Findings suggest that training in measurement and evaluation wasrelated to teacher behavior in the classroom, and the enhancedteacher behavior on this dimension of teaching was related toheightened student learning. Training in teacher-student interactionwas not related to the quality of classroom instruction, but improvedteacher behavior on this dimension of teaching did translate intoenhanced student achievement. Training in curriculum and teachingcontent

did not translate into improved instructional quality orstudent achievement. Training in the use of instructional materialsalso was not related to the quality of classroom instruction andstudent learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative.

(20) Title: THE ANATOMY OF A CURRICULAR INNOVATION THAT FAILED
(INNOVATION FAILURE)
Author: HULTQUIST, ROXANNE SUE
MICHIGAN STATE UNIVERSITY - PHD pp: 158
Advisor: JOYCE, WILLIAM

Research Problem: This study researches the implementation of a thinking skills program as a curricular innovation. The failure of theexpected results in the researcher's own classroom, as well as inthose of some of her colleagues, led to the abandonment of theinnovation. In this study, the researcher sought to discover whatwere the causes for abandonment of the innovation.

Interpretive fieldwork research techniques were used includingempirical assertions, quotes from fieldnotes, quotes from interviews,theoretical discussions and reports of the natural history of inquiryin the study.

It was found that causes for abandonment of this curricularinnovation in some classrooms were the following: (1) It didn't meetteacher expectations. (2) The teachers believed that the studentsdidn't "like" the program. (3) There was no major advocate availablefor the program. (4) The teachers felt no sense of ownership in theprogram. (5) The innovation was being used in a manner which differedfrom the intent of the developer. (6) There were too few incentivesin the school culture to sustain its continued use. The identification of these problems, and suggestions for curingthem, can help the school district to plan in-service for moresuccessful implementation of this curricular innovation and thosewhich are adopted in the future.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalist

(21) Title: A STUDY OF THE PRACTICE OF DISCIPLINE STRATEGIES N THE MIDDLE SCHOOL SETTING
Author: MCCLELLAN, THOMAS S.
MICHIGAN STATE UNIVERSITY - PHD pp: 234

Research Problem: Issues of discipline consume much time and energy for the middle school administrator. Two methods of administration ofdiscipline have been contrasted as subjective and objective. Thepurpose of this study was to compare the results of a subjectiveapproach with an objective approach to discipline, and to inquirewhether there was any difference between the two approaches asreflected by the end results of student suspensions. The hypothesisof this study was there were no differences in suspensions betweenpoint system and non-point system schools. The variables were thetotal number of student suspensions, the length of time studentsspent on suspension, the reasons for student suspensions, theethnicity and gender of students suspended, and the number of repeatsuspensions for students. These variables were statisticallyanalyzed. Students were interviewed to ascertain some of theirthoughts about the methods of administration of discipline. Also, theadministrators who used these systems were interviewed. Thepopulation was comprised of all Lansing School District, regular,middle school students enrolled during the three school years fromSeptember, 1986, through June of 1989.

With the exception of gender, all variables were statisticallysignificantly different between the point and non-point systems.Students interviewed expected differences between

schools, but saw nodifferences in discipline codes. In general students experienced thesame level of suspensions between schools. Administrators saw minordifferences between the two systems. All agreed the system used madeno difference. Though the findings showed that generally there were differencesbetween the two systems, differences also were shown to exist withinthe three point-system schools and between years for each school.Which system used did not appear consistently to matter any more thanother variables. Schools choosing to use point systems as a basis fortheir codes of discipline are not likely thereby to solve the issuesof fairness and objectivity.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberative

(22) Title: JOHN DEWEY AND CURRENT PEDAGOGICAL PRACTICES: IS DEWEYAN PEDAGOGY IMPLEMENTED TODAY? (DEWEY JOHN)
Author: MUSIAL, GLORIA GOSEN
MICHIGAN STATE UNIVERSITY - PHD pp: 249

Research Problem: John Dewey began to lay the foundation for changes in American public education almost 100 years ago. The purpose of thisstudy was to describe and explain if and how Deweyan pedagogicalpractices have been implemented in a public elementary school in1991-1992.
The central concepts in the study were instructional behaviorsset out by Dewey. These were selected by the researcher, formulatedinto a matrix, and validated by a panel of experts. Data werecollected through observations and interviews in a public elementaryschool in 1991-1992. The validated matrix of pedagogical practiceswas the standard through which interactions were viewed and analyzed.Through analysis of the data from the observations and interviews, itwas found that Deweyan pedagogical practices in a public elementaryschool in 1991-1992 are not evident in terms of a pattern, butflickers exist. Instructional strategies are best described as"conservative."
It was theorized that the behaviors found in the study lead toboth intended and unintended effects that result in reinforcement ofconservative instructional pedagogy. At the same time, thereinforcement of conservative instruction preserves both the effectsand the behaviors themselves. The cycle of reinforcement generated byconservative behaviors and the intended and unintended effectsvirtually drives out patterns of Deweyan-style innovations whichenter the process in a one-way pattern only. Implications of theresults of the study include that interventions must break the cycleof reinforcement for Dewey's ideas to be more evident in publicschools today.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalist

(23) Title: WASHINGTON AGRICULTURE AND FORESTRY EDUCATION FOUNDATION'S IMPACT ON TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES OF PARTICIPANTS
Author: OLSON, LINDA LEE
MICHIGAN STATE UNIVERSITY - PHD pp: 244

Research Problem: This study investigates transactional and transformational leadership skills of a sample of the 355 program graduates of theWashington Agriculture and Forestry Education Foundation's (WAFEF)leadership development program. The purpose of the study was todetermine if the current and past curriculum increases participants'abilities to be more effective leaders.
The study contributes to the literature because few leadershipdevelopment programs can document their training programs or showtheir success over time. A review of leadership literature shows fewstudies have populations over 30 to 50. The concepts of transactional and transformational leadershipwere used as a framework for the study. A case study design using astatistical stratified random sample was used. A mail survey

waspretested for reliability and validity before being used for datacollection. Descriptive and inferential statistics were used toanalyze the data.
On likert scales of forty skills contributing to successfulleadership, participants indicated moderate increases. Highcorrelations were found between each competency and the concept oftransactional and transformational leadership. Responses to open ended questions identified one hundred andthirty participants who said the program contributed greatest totheir leadership development in refining a variety of skills. Greaterunderstanding of issues, especially global was also very important.
Increased confidence in achieving tasks, public speaking, innerstrength, personal ideas and willingness to take risks were frequentresponses. Closely related was a recognition that they could make adifference. One hundred and eighty three gave examples of how they are makinga difference. Examples of political involvement was identified bymany within this category.
One hundred and thirteen respondents identified new personalgoals, or being more capable and better at working with others toaccomplish goals. Greater respect and appreciation for others,issues, and the process for getting people to work together to solveproblems was a thread throughout the open ended questions. Many identified their participation as directly contributing tothe advancement of their careers.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(24) Title: STORIES OF THE AMERICAN REVOLUTION PERIOD:
COMPARATIVE CASE STUDIES OF TWO FIFTH-GRADE
TEACHERS' CURRICULUM
MEDIATION PRACTICES. (VOLUMES I AND II)
Author: VANSLEDRIGHT, BRUCE ARTHUR
MICHIGAN STATE UNIVERSITY - PHD pp: 479

Research Problem: This study was framed to address three questions: (a) In what specific ways do the two fifth-grade teachers mediate the socialstudies curriculum at their grade level and what factors influencetheir decisions? (b) How do those decisions in turn influence theways in which their students construct understandings concerning aunit on U.S. history that they examined during the study? and (c)What differences do the decisions make in relationship to a pluralityof social education goals espoused by curriculum developers andeducational theorists?
The study focused on the teaching lives of two veteran teacherswith regard to how they mediated a unit on the AmericanRevolution-Constitutional Period. The teachers thought about socialstudies/U.S. history differently: one viewed the content of historyas a tool to stimulate reflective thinking and decision makingprocesses; the other viewed the content as important in itself andattempted to make it interesting and lively. The study took as itscontext two fifth-grade classrooms located in different schoolswithin the same school district. Both drew on socio-economicallysimilar student populations. Comparisons were made between the twoteachers with respect to their curriculum mediation practices and theinfluences that those practices had on their fifth-grade students.The relative trade-offs involved in choosing to mediate thecurriculum in different ways was a primary focus of the analysis anddiscussion of the findings. The implications that those trade-offssuggested for curriculum and teaching debates in the field of socialeducation were also considered.
Although their curriculum mediation practices varied, theteachers appeared to have relatively similar influences on studentlearning about the unit topic under examination. Nevertheless, basedon some subtle differences, an argument is constructed which suggeststhat one teacher provided somewhat more expansive and fertilelearning opportunities for her students than the other teacher. Theargument concludes with a discussion of different images for socialstudies education.
Form(s) of Curriculum Inquiry employed in this Dissertation: history

(25) Title: THE DIALECTIC OF REFORM IN SOCIAL STUDIES EDUCATION:
EXAMINATION OF THE RELATIONSHIP AMONG THREE RATIONALES OF SOCIAL STUDIES EDUCATION, 1870-1920
Author: ELMAZZAWI, MOHAMED ABDUL MOTEY
MICHIGAN STATE UNIVERSITY - PHD pp: 213

Research Problem: The processes of data collection, analysis, and interpretation were guided by three basic questions. (1) What werethe conceptual bases of the rigor, relevance, and radical rationalesin social education between 1870 and 1920? (2) What were thehistorical conditions--socio-economic, cultural, and political thataccompanied the rise and demise of these rationales? (3) How didthese historical conditions influence these rationales or traditions?

The primary accessible curriculum documents that addressed theseissues were the sources of data. Secondary sources in curriculumprovided additional data.

The research method compared curriculum information withsocio-historical and professional contexts. Qualitative contentanalysis was completed between the three research questions and threesets of issues which were defined after the completion of theliterature review. This process permitted different concepts and/orcategories to emerge over a recurring pattern or course ofdeductive-inductive cycles. Significant propositions confirmed are the following. (1) If theconstants and variables of economic(s), culture(s), and politic(s)set the outer limits of reform, inter-subject conflict and compromiseand extra-subject competition and dialogue regulated the unfoldingdialectic of reform. Each rationale emerged as a place where ideascould influence the subject community. (2) The rationales embodieddynamic philosophies and pedagogies to bring social and pedagogicalcommitments to the forefront of practice. The rationales were morelike dynamic social and intellectual movements. (3) Socially, thedifferent rationale advocates belonged to the old gentry the risingmiddle class. The ideological commitments and professionalpersuasions and training of these advocates played significant rolesin structuring and mediating their visions. (4) The relevancerationale was much more attuned to reform in the progressive era. Itsadvantageous location into the center of discourse broadened itschannels of communication with inter- and extra-subject communities. The three rationales were much more than rhetorical conventions.Rather, they were responsive and dynamic social, intellectual, andprofessional movements that sought to address the regularities andanomalies in discourse and practice. They carved traditions,inscribed techniques, articulated doctrines, expressed sympathies,championed morals and legacies that continue to inspire.

Form(s) of Curriculum Inquiry employed in this Dissertation: history-philosophy

(26) Title: LEARNING MATHEMATICS TO TEACH: WHAT STUDENTS LEARN ABOUT MATHEMATICAL CONTENT AND REASONING IN A CONCEPTUALLY ORIENTED MATHEMATICS COURSE
Author: SCHRAM, PAMELA WALLIN
MICHIGAN STATE UNIVERSITY - PHD pp: 362

Research Problem: Leaders in mathematics education are calling for major reforms in what is valued in mathematics curriculum andinstruction--in the roles of teachers and students and in the cultureof the classroom. The knowledge, skills and dispositions necessary toteach in this manner require a significantly different experiencewith mathematics than the traditional K-12 mathematics experiencesthat most prospective teachers bring to their university coursework.Teacher education must

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confront students' deeply rooted ideas aboutmathematics and about teaching and learning mathematics.

This study investigated what a group of six prospectiveelementary teachers came to understand about mathematical content andreasoning in a conceptually oriented mathematics course. Sources ofdata included four student interviews, two questionnaires, twenty-oneclassroom observations, and three interviews with the mathematicsinstructor. Interviews explored what students learned aboutparticular number theory content, relationships, mathematical ways ofthinking and problem solving. Findings from the study included: What prospective teachers learnabout mathematical content is impacted by many interrelatedfactors--prior experience; views about mathematics; patterns ofmathematical thinking and problem solving; flexibility in usingmathematical knowledge; and habits of reflection about themathematics one knows and about oneself as a learner. Students oftenpossessed the knowledge needed to solve problems but did notrecognize and/or appreciate the power of the ideas they possessed.Many of the students seemed unable to analyze a problem and thinkabout pertinent information that might be helpful in solving theproblem or to recognize the relationship between that problem andother mathematical knowledge and understanding in their possession.

The process of changing mathematical ways of thinking anddispositions is complex and occurs across time. A single mathematicscourse is not enough to undo years of mathematics learning; however,a conceptually oriented mathematics course can challenge students'ways of thinking and patterns of reasoning. Students can become awarethat mathematics has meaning. Strategies used by students can changefrom a more technical to a more reasoning orientation.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalist

(27)Title: IMPROVING READING INSTRUCTION THROUGH STATE POLICY: TWO LOCAL STORIES (MICHIGAN, CURRICULUM REFORM)

Author: STANDERFORD, NANCY SUZANNE

MICHIGAN STATE UNIVERSITY - PHD pp: 347

Research Problem: This study looked at the ways in which two small school districts in southwestern Michigan responded to a state policyintended to improve reading instruction. The study attempted tounderstand what those local educators charged with thisresponsibility knew about the policy, what it meant for readinginstruction, and how to facilitate bringing about those changes. Thecontext of the organization and how routines and procedures of theorganization affected the work were analyzed. The power structures ofthe districts and how those affected the work were also examined. Theways in which these three factors, knowledge of the participants,organizational characteristics, and power structures, interacted toshape local efforts were analyzed.

The study found that the local educators had limited knowledge ofthe ideas underlying the policy and were provided with fewopportunities to learn more about those ideas. This occurred becauseof the push to fit the implementation efforts into standard operatingprocedures of the organization. The teachers involved realized thatthey needed more time to learn before they could do the workeffectively; however, the power structures left the decisions in thehands of the administrators who were more focused on meeting districttimelines and state mandates than on improving reading instruction inclassrooms. This situation limited district efforts to a strategyinstruction interpretation of the policy which required that teacherslearn some new instructional strategies rather than learning how tofundamentally change their approach to reading instruction.

In both districts, the individual teachers were attempting tosort through the wealth of information coming to them from numerousoutside sources and were taking small steps away from traditionalways of teaching reading. Most of these steps consisted of adding

thenew ideas onto their existing practices. In one district, these stepswere supported and encouraged, while in the other district teacherslooked for ways to by-pass the district constraints to learn on theirown.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberat.

(28) Title: ANALYSES OF MIDDLE SCHOOL STUDENTS' SCIENTIFIC ARGUMENTS IN COLLABORATIVE PROBLEM-SOLVING CONTEXTS
Author: EICHINGER, DAVID CLAIR
MICHIGAN STATE UNIVERSITY - PHD pp: 159

Research Problem: This study examined how individuals and groups of students constructed scientific arguments as they engaged in a series ofcollaborative problem solving activities. The study was based onresearch traditions in conceptual change, social semiotics, andargumentation. Two research questions were investigated: (a) What is the natureof students' scientific arguments and how do they approximate or failto approximate scientists' arguments for relatively complexscientific problems?; and (b) Does the nature of students' arguments and argumentation processes change over time, and if so, in whatways?

Two target groups of four students each were videotaped duringthree months of instruction in a sixth grade science classroom in amidwestern urban school district. Data analyses focused primarily onan examination of students' small group discussions of fourcollaborative activities that addressed aspects of the kineticmolecular theory. In general, the results show much variability in the degree ofscientific and logical sophistication that students developed intheir individual and group arguments during their study of thecurriculum unit. While a few students demonstrated significantprogress in their understanding and application of scientific formsof argumentation, the majority of students continued to approach andsolve these problems in much less complex and sophisticated ways.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(29) Title: A DESCRIPTION OF CHRISTIAN DISTINCTIVES IN ELEMENTARY TEACHER EDUCATION CURRICULA AT CHRISTIAN LIBERAL ARTS AND BIBLE COLLEGES (LIBERAL ARTS COLLEGES)
Author: SWENSON, VICTORIA WILSON
MICHIGAN STATE UNIVERSITY - PHD pp: 247

Research Problem: The purposes were: To describe distinctively Christian content of teacher education curricula at Christian liberal arts andBible colleges which are members of Association of Christian SchoolsInternational and American Association of Bible Colleges, with focuson required coursework and recommended co-curricular activities; toidentify areas in which heads of teacher education at those collegesbelieve improvement is needed in their curricula; and to find whethersignificant differences between Christian liberal arts and Biblecollege teacher education curricula exist, based on questionnairereplies by the heads of teacher education.

Both Christian liberal arts and Bible college respondentsexpressed similar commitments to helping their students to model loveand Christ-like character, to develop a Christian worldview, and todevelop academic competence and professional skills. The similarityin distinctively Christian orientation is notable in statements ofdepartment goals, personal character qualities, and inclusion ofelementary subject area topics which reflect a Biblical perspective.Christian liberal arts colleges tend to emphasize practicalexperiences in public schools and professional topics which aresimilar to those of secular education more than

Bible colleges do.Bible colleges emphasize practical Christian distinctives such asBible integration procedures, Christian school curriculum, currenttrends in Christian education and academic training in Bible andtheology more than Christian liberal arts colleges do. Mostrespondents are fulfilling their goals of providing distinctivelyChristian education, but indicate improvement still is needed in 18topic areas. The most notable topic for improvement is Bibleintegration procedures. Familiarity with this topic, andimplementation of it, varied widely. Co-curricular activities citedas furthering a distinctively Christian education by helping toinculcate Christian character and action were: required or optionalchapel attendance, Christian service, Bible clubs, prayer groups andmissions, and extra contact with faculty. Recommendations for furtherstudy: Definition of Bible integration methods and description oftheir implementation; description of Christian teacher preparationfor witnessing and Christian role-modeling in public schools;description of optional courses and activities which prepare teachersspecifically for Christian schools; impact study of statecertification requirements and educational reforms on Christiancollege curricula.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophy

(30) Title: AN ORDERING THEORETIC ANALYSIS OF THE SATO CAUTION INDICES IN A MALAYSIAN CONTEXT

Author: FILMER, IVAN DOUGLAS, JR.

MICHIGAN STATE UNIVERSITY - PHD pp: 122

Research Problem: The Sato caution indices are derived by investigating the observable patterns of students' responses on a test and summarystatistics. It involves constructing a students-by-items matrix ofthe binary responses where students are arranged from highest tolowest scoring, and items arranged in order of increasing difficulty.The indices derived by a formula introduced by Sato ranges from zeroto over 1 and indicate the extent to which items are aberrant.

In this study, a 40-item objective test was administered to 354fifth form students in six Malaysian schools. The item and studentcaution indices were calculated first using the students-by-itemsmatrix of the Sato model and then again after ordering the items withthe probabilistic model Z of the ordering theory (Krus, 1975). Aprincipal components factor analysis and an agglomerativehierarchical cluster analysis were conducted on the items to aid theordering theoretic analysis.

The results of the study showed that in the Sato model, theordering or arrangement of the items did not affect the calculationof the item caution indices but affected the calculation of thestudent caution indices. Similarly, the ordering of the studentsaffected the calculation of the item caution indices. The sample sizeof items and students had an effect on the magnitudes of the item andstudent caution indices derived. The arrangement of the items according to the ordering theoreticanalysis correlated almost identically with the arrangement of itemsin the Sato model (r$\sb{\rm ranks}$ =.999). Identical item cautionindices were produced. The item caution indices derived from thedifferent group characteristics of item format, school location,students' gender, students' SES, and teachers' working experience,were all not significantly different. There was also no significantinteraction effect between the student caution indices derived fromstudents of different SES and different school locations.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(31) Title: THE DEVELOPMENT OF DISCOURSE PRODUCTION: EXPLORING THE PROCESSING MECHANISM IN WRITING, TALKING AND READING
Author: CHARALAMBOUS, ALKISTIS

MICHIGAN STATE UNIVERSITY - PHD . . pp: 109

Research Problem: The effect of practice--in particular what accounts for the effect of practice on perceptual processing and lexical representation--has been the focus in debates between abstractionionist and episodic theories of cognition. Because of the relevancy of sensory input modality to both theories, the role of modality on repetition effects has been an issue in the study of lexical access and representation. Proponents of each view look at the variation of modality on repetition effects in perceptual processing. In support of episodic theories modality change usually reduces repetition benefits, especially in relatively data-driven tasks such as word naming, lexical decision, or tachistoscopic recognition. Despite the extensive investigation of the perceptual domain, analogous research on the production domain is largely absent from the literature of repetition effects. Furthermore, developmental data on the issue are completely lacking. This study examined the processing mechanism in text generation in writing and speaking by fourth graders and undergraduate students.

In Experiment 1 the effect of same and different modality--writing and talking--on the magnitude of repetition benefit was examined. Two-hundred and fifty-six subjects, half fourth graders and half undergraduates, learned a short passage and were then instructed to generate it from memory twice, either both times in writing, or in talking, or once in one modality and once in the other. A complete cross-modality transfer effect was observed in the performance of both fourth graders and adults. For both production tasks, whether written or spoken from memory, second production times were uninfluenced by whether the first production was written or spoken.

In Experiment 2 the effects of same- and cross-modality on repetition benefit was examined when text was copied by writing and when text was read aloud. Repetition benefits in the production tasks were much smaller than those in Experiment 1. However, the repetition effects that did occur were again uninfluenced by practice modality in either fourth graders or adults.

The findings support an abstractionist view of the effects of practice on writing and talking; repetition-based learning in such production tasks occurs in the "abstract" or "amodal" components of the semantic/lexical level of information processing.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific.

(32) Title: THE INTERACTION BETWEEN A COLLABORATIVE WRITING INTERVENTION AND THE DEVELOPMENT OF SCIENCE UNDERSTANDINGS IN A NINTH-GRADE CLASSROOM
Author: KEYS, CAROLYN WALLACE

MICHIGAN STATE UNIVERSITY- EDD pp: 306
Advisor: VOSS, BURTON E.

Research Problem: The purpose of this study was to investigate how a collaborative report writing intervention facilitated the developmentof scientific reasoning skills and concept knowledge for six ninthgrade students. The study focused on: (1) how students usedscientific reasoning skills and collaborative interactions to supportcomposition, (2) how these processes changed over time, (3) howcollaborative products changed over time, and (4) whether scientificunderstandings developed during collaborative writing were integratedinto the knowledge base of individual students. The research designwas an interpretive case study. Three sections of general scienceclasses participated in writing ten investigation reports based ontheir laboratory activities over a four month period. In-depthresearch was conducted with three target student pairs. The authorand classroom teacher designed report guideline prompts to scaffoldstudents' use of relevant scientific reasoning skills. Data analysisof target pairs' discussion resulted in the emergence of elevenreflective scientific reasoning skills that students used in anintegrated manner to assess their prior understandings of scientificevents, generate

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new understandings, extend their understandings, andto support the cognitive processing which writing requires.Participant pairs used five types of collaborative interactions tofacilitate report writing including: sounding board, in whichmeanings and text were proposed; debate, in which the merits of ideaswere evaluated; peer teaching, in which one member shared informationwith the other; incorporation, in which text was jointly composed;and supplies answer, in which one pair member dictated the text.Improvement in the use of reasoning skills over time correspondedwith group members taking a more active role in the discussionprocess. Data for individual concept knowledge indicated that threeof the six target participants developed large and richly linkedknowledge structures, two students demonstrated moderate growth, andone student demonstrated little growth during instruction whichincluded collaborative writing. This study provides evidence that acollaborative writing intervention was useful for promoting theconstruction of science understandings and that it fostered students'use of scientific reasoning skills.
Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative-action.

(33) An Evaluation of a High School Environmental Education Program of the Tansui River in Taiwan

Author: Wang, Shun-Mei
Advisor: Nowak, Paul F.
Michigan State University
Source: DAI-A 54/03, p.801

Research Problem: Like many other places on the Earth, most rivers in Taiwan are polluted. Education programs are needed to raise the public's concern about rivers and motivate them to take action. The Tansui River Education Program (TREP) was designed for secondary students in the Tansui River watershed of Taiwan and was modeled after the Rouge River Water Quality and Community Problem Solving Program in Michigan. The pilot TREP was conducted in two high schools to evaluate the program effects on awareness, knowledge, attitudes, and empowerment. In addition, students' interest and teachers' feelings about TREP were examined.
The experimental design included control and experimental groups, pre- and post-tests and a questionnaire. A paired t-test and a one-way ANOVA with a 0.05 level of significance were used to analyze the data. Student and teacher evaluations were used to collect information about program feasibility. Due to a strict curriculum, the two day pilot program was conducted outside of class during weekends and holidays. The control group did not receive any instruction except answering the questionnaire.
Major findings of the research were: (1) TREP significantly increased participants' awareness of the river they visited; (2) TREP significantly increased their knowledge of water quality; (3) TREP significantly increased their sense of empowerment for saving the river; (4) TREP significantly increased their intentions to take actions related to "advocacy" and "school environmental protection";(5) TREP significantly increased their feelings of responsibility for the school environment in terms of planning and decision making;however, (6) TREP did not significantly change students' perceptions of general barriers to action taking. Students and teachers were very positive about the program, particularly the water monitoring activity. The teachers also appreciated the case study and action taking sections. In light of the research results, the author suggested the Ministry of Education in Taiwan should consider adding TREP to the national curriculum.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

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(7) OHIO UNIVERSITY
Public coed University

Ohio University was established in 1804 and was the first institution of higher education in the old Northwest Territory . The city of Athens, home of Ohio University, is located about 75 miles southeast of Columbus. The University offers a wide range of cultural activities not only to the University community but to all of southeastern Ohio. The University is accredited by the North Central Association of Colleges and Secondary Schools and by the recognized professional accrediting associations identified with its major academic divisions. It holds membership in the leading state and nation al educational and professional associations.

Ohio University is a public university providing a broad range of educational programs and services. As an academic community, Ohio University holds the intellectual and personal growth of the individual to be a central purpose. Its programs are designed to broaden perspectives, enrich awareness, deepen understanding, establish disciplined habits of thought, prepare for meaningful careers and, thus, to help develop individuals who are informed, responsible, productive citizens (University Catalog, 1993-95).

The Graduate School: Unique Features:

1. Enrollment: 27,249 Graduate, Professional and Undergraduate students.

2. Students Groups: 2,467 full-time (1,042 women) and 498 part-time (229 women) matriculated graduate/professional students: 108 minority (72 African-Americans, 11 Asian-Americans, 14 Hispanics, 11 Native-Americans), 847 internationals.
   Faculty: 769 full-time (175 women), 260 part-time (118 women); includes 85 minority (38 African-Americans, 37 Asian-Americans, 6 Hispanics, 4 Native Americans).

3. Tuition: $ 13,990 per year full-time and $ 165 per quarter hour part-time for non residents; $ 7,872 per year full-time 326 per quarter hour part-time for non-residents.

4. Programs: are granted through the following Colleges: Arts and sciences, Business Administration, Communication, Education, Engineering and Technology, Fine arts, Health and Human Services, International Affairs, Interdisciplinary Programs, Osteopathic Medicine.

5. Degrees offered: Ph.D, D.Ed; and Master's degrees.

6. Requirements for Admission: Ohio University has 4 categories of graduate student admission: degree, nondegree, postbaccalaureate, and transient. Any admission to a graduate program must be regarded as provisional until the student has provided a final, official transcript from his/her undergraduate institution showing receipt of the bachelor's degree, and transcripts should be submitted from any other post-secondary school attended. For degree admission: those students who have some deficiency in the entrance requirements, including a grade point average below 2.5, may be approved by the department for conditional admission. Students in this category may achieve unconditional admission after the satisfactory completion of a prescribed program to remove any academic deficiencies, and by attaining a 3.) or better grade-point average on the first 15 hours of graduate credit course. Scores on the Graduate Record Examination (GRE), Miller Analogies Test or other tests may be required by graduate programs. Scores in the TOEFL test for non English natives is required.

Admissions Office Address: Office of Graduate Student Services
Ohio University
Athens, OH 45701-2979
Phone 614-593-2800

7. Requirements for Graduation: For the Master's Degree: a minimum of 45 graduate credits is required; a period of residence, a program of study, and comprehensive examinations approved by the student's advisor and by the departmental graduate committee may be required for conferral of the Master's degree. The Doctor of Philosophy Degree (Ph.D.) is granted on the basis of evidence that the candidate has achieved a high level of scholarship and proficiency in research rather than solely on the basis of successful completion of a prescribed amount of coursework. The student's competence and ability to work independently and to write creatively are established by qualifying and comprehensive examinations and the quality of a dissertation submitted as an account of his or her original research. The doctoral program must be completed with 7 calendar years of the date of initiation. Conferral of either the Master's or Ph.D degree requires at least B (3.00) grade-point average. The grade-point average in formal coursework will be computed separately from the average in research, thesis and dissertation credits to determine eligibility for graduation. No grade below C (2.00) can be used to satisfy any degree requirement. Should any student achieve less than an overall B (3.00) grade-point average, the office of the dean of the college in which the student is enrolled will solicit a written statement from that student's departmental graduate committee to justify the student's continuation in the program.

8. Doctoral degrees awarded: 179 doctoral degrees (1993-94)

9. Student Services: low cost health insurance, free legal counseling, free psychological counseling, career counseling, day care facilities, campus safety program, campus employment opportunities, counseling/support services for international services students. Housing: rooms and/or apartments available to single(1,200 units) and married students(239 units) at an average cost of $ 1,875 per year for singles and $ 4,7[illegible]0 per year for married students;

10. Financial Aid: A student is eligible for University-funded associateships, fellowships, or scholarships only after he/she has received unconditional admission. A 3.0 or better grade-point average must be maintained to retain University financial support. The associateships and scholarships are granted by the individual schools or departments. Student loans are playing an increasingly significant role in financing post-secondary education.

11. Research Facilities: Alden library plus 1 additional on campus library; total holdings of 1,308,676 volumes; 1,956,851 microforms, 11,083 current periodical subscriptions. A total of 50 personal computers in all libraries. CD-ROM players available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: IBM 4341, IBM 4381, Apple Macintosh, IBM Personal System/2. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: information non-available. Faculty: 31 full-time (12 women), 4 part-time (3 women).

2. Name of the Unit: Graduate Studies, College of Education, School of Curriculum and Instruction.

3. Head or contact: Dr. H. Wells Singleton, Dean College of Education.
School of Curriculum and Instruction
College of Education
McCracken Hall
Ohio university,
Athens, OH 45701-2979

4. Name of Program that focuses on Curriculum Studies: Curriculum and Instruction (Graduate Programs), and Ph.D program in instructional technology.
In Education, additional programs are offered: Applied Behavioral Sciences and Educational Leadership; Professional Laboratory Experiences.

5. Departmental Requirements: Entrance: GRE general test, MAT, minimum GPA of 3.0, work experience. Degree requirements: The graduate committee of the student's department will assign an advisor and an advisory committee who must approve the proposed program of study for the degree. The committee shall consist of at least 3 members representing the range of content in the student's program of study, in addition to the representative from the dean's office. When course work is virtually completed, and upon the recommendation of the advisory committee, the student takes a comprehensive examination, which is given to establish his or her mastery of the fields of specialization and readiness for advanced research. Normally, at least 3 academic quarters of the doctoral program shall be in continuous residence on the Athens campus of Ohio university in an institutionally full time status (registration for 15 graduate credits). Admissions to doctoral candidacy is achieved after the student has completed the following steps: formation of the dissertation committee (including the dean's representative); approval of the research proposal; successfully completion of the comprehensive examinations; and satisfaction of all required scholarly disciplines.

6. Doctoral Degrees granted: thirteen doctorates in Curriculum and Instruction (93-94).

7. Primary Goals of the Graduate Programs in Curriculum are: The School of Curriculum and Instruction offers programs of graduate study designed to meet the academic and professional requirements of those involved in teaching, curriculum development and supervision. Master's degree programs are offered in curriculum and instruction, including emphases in elementary education, middle school education, reading, secondary education, special education, supervision, educational media, teaching of the talented and gifted, teaching of mathematics, economic education, and micromputers. The doctoral programs in curriculum and instruction is designed to prepare curriculum and supervision workers to serve as change agents in schools, two year community or technical colleges, and/or university settings. The Ph.D. program provides a core of experiences in educational foundations, curriculum and instructional theories, and specialization in one of the following areas: curriculum and instruction, reading and language arts, social studies education, supervision, economic education, mathematics education, or instructional technology.

8. Unique strengths of the Graduate Program in Curriculum Studies: Research (graduate study and research place primary emphasis on bridging the gap between theory and practice- between research and the everyday educational and human problems that confront students, teachers, counselors, curriculum workers, administrators, and other professionals in related fields); students (placement, selection procedures and national

recruitment); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications and many speeches and papers for conventions); Curriculum (individually tailored to each student, interdisciplinary, competence-based, a core of required course , cohesive and academic. Programs accredited by NCATE) and environment (academic life, resources and libraries).

9. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, national leader in funded curriculum research, size of the program, visibility of the program, Curriculum research publications and participation of faculty and students in professional groups.

Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: (690) Research in Education (691) Seminar in Education, (695) thesis (one or diverse forms of curriculum inquiry upon students' needs); (697) Analysis of Media Theory, Research and Instructional Media Programs (evaluative/normative, integrative/review/synthesis, deliberative/action research); (820) Research and Curriculum in Elementary Education Reading (critical, historical, theoretical, philosophical, scientific forms of curriculum research); (830) Research in Elementary Education-Mathematics (scientific research); (840) Research in Science Education (critical, evaluative, normative, integrative/review/synthesis, scientific-action research) and (760) Readings and Research in Human Development (evaluative/normative, integrative/review/synthesis, scientific-action research).

2. Ways to prepare graduate students as curriculum researchers: put students in an overview course on different types of research; ask students to enroll in research methods courses with only students in the program but first trying to establish what each student wants and needs to know.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Ohio University, January, 1993 - June, 1994

(1) Title: RELATIONSHIPS OF STUDENT GENDER, TEACHER EXPERIENCE AND SETTING TO STUDENT'S ACHIEVEMENT AND ATTITUDES TOWARD MATHEMATICS IN BOTSWANA COMMUNITY JUNIOR SECONDARY SCHOOLS
Author: CHAKALISA, PAUL ALGEBRA
School: OHIO UNIVERSITY Degree: PHD pp: 201
Advisor: BEACH, BONNIE

Research Problem: This study investigate whether differences in achievement and attitudes toward mathematics exist on the basis of students'gender, setting and teacher experience. The Subjects were 800students and 40 teachers from 40 randomly selected junior secondaryschools in Eastern Botswana.
Four instruments were used to gather data for the study. ADemographic Background Assessment Form provided information onteacher experience. A Mathematics Achievement Test was used to gatherdata on students' achievement. Four scales of the Fennema-ShermanMathematics Attitudes Scales gathered data on students' attitudestoward mathematics. Unstructured interviews were conducted on 20students concerning mathematics attitudes. Multivariate analyses of variance reveal significant differencesin mathematics achievement on the basis of setting, gender andteacher experience. Significant differences in confidence inmathematics are revealed on the basis of gender, and in attitudestoward success, mathematics as a male domain, and teacher's attitudeon the basis of teacher experience. There are no significantdifferences in attitudes toward mathematics on the basis of setting,in attitudes toward success, mathematics as a male domain, andteacher's attitude on the basis of gender, and in confidence inmathematics on the basis of teacher experience. The MANOVA proceduredoes not reveal interaction effects among setting, gender and teacherexperience that influence students' achievement and attitudes towardmathematics. Suggestions for further research include conducting studies toinvestigate why differences in attitudes and achievement inmathematics exist in the three independent variables. Studies aresuggested to investigate relationships between classroominteractions, and attitudes and achievement in mathematics.Additionally, studies are recommended to investigate impact ofstudent counseling on students' attitudes and achievement inmathematics.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-

(2) Title: THE EFFECTS OF OHIO'S NINTH-GRADE PROFICIENCY TESTING PROGRAM ON PUBLIC SCHOOLS: PERCEPTIONS OF SUPERINTENDENTS, PRINCIPALS AND TEACHERS
Author: COSTANZO, JOHN DOMINIC
School: OHIO UNIVERSITY Degree: PHD pp: 191
Advisor: GIPS, CRYSTAL J.

Research Problem: The study identifies and compares the perceptions of superintendents, principals, and teachers regarding the desiredeffects of Ohio's ninth-grade proficiency testing program oncurriculum, instruction, and student achievement in schools. Theemphasis is on determining if: (1) the perceptions ofsuperintendents, principals, and teachers differ from one another;and (2) relationships exist between the perceptions of subjects anddemographic or organizational variables in local school districts.

The sample of 67 superintendents, 78 principals, and 46 teacherswas selected from the 611 public school districts in Ohio. Teachersand principals served students enrolled in grades 7-12.

A three-part 42-item questionnaire was developed foradministrators, and one with three parts and 44 items was developedfor teachers. Multiple regression analysis, a single factor ANOVA,and one sample t-tests were used to analyze the data. The level ofsignificance was set at 0.05 for all statistical tests. Results revealed that there was no relationship betweenperceptions about the ninth-grade proficiency tests and the followingindividual predictor variables: (a) quality of the local CBE program;(b) position; (c) district size; (d) modification of curriculum andinstruction; (e) level of concern; (f) percent of students who passedthe ninth-grade proficiency tests; or (g) costs per pupilexpenditures. Significant results were obtained in the following areas: (1)negative perceptions about the ninth-grade proficiency tests; (2) therelationship between perceptions and the predictor variable, extentof use of test results; and (3) the relationship between perceptionsand the entire group of predictor variables that were examined. Recommendations for further research include replication of thestudy after all sanctions for poor student performance on theninth-grade proficiency tests are imposed by local school districtsand the Ohio Department of Education. It is also recommended thatresearch be conducted to identify other predictor variables thatinfluence perceptions of Ohio's educators about the ninth-gradeproficiency tests.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(3) Title: THE USE OF AND ATTITUDES TOWARD PERFORMANCE ASSESSMENT IN A PRIMARY GRADE PROGRAM OF WHOLE LANGUAGE (STUDENT EVALUATION, STANDARDIZED TESTS, PRIMARY GRADES)

Author: POWELL, LARRY EDWARD

School: OHIO UNIVERSITY Degree: PHD pp: 135

Advisor: GIPS, CRYSTAL J.

Research Problem: This study examined a year long whole language program conducted by a Literacy Intervention Team (L. I. T.). The teamconsisted of three teachers who used performance assessment toevaluate student progress. Four out of five assessments weredeveloped by Marie Clay and are also used in the program calledReading Recovery. A sixth assessment was an Ohio State Department ofEducation checklist called the Third Grade Guarantee. This checklistmonitored student progress in reading and writing.

The purpose of the study was to compare the attitudes of studentsand teachers toward standardized tests and performance assessment,especially regarding their influence on learning. Ten students wereserviced on a regular basis with five different assessments. Teacherswere videotaped using the assessments. Students and teachers wereinterviewed and asked questions about standardized tests andperformance assessment. Standardized test scores of students in theprogram were compared with those of regular students. The tests usedfor this comparison were the Gates-MacGinite and the Iowa Test ofBasic Skills. Teachers on the L. I. T. and regular classroom teacherscompleted Dr. DeFord's Theoretical Orientation to Reading Profile (T.O. R. P.). Student progress on the Third Grade Guarantee was alsochecked. Teachers and students reported a preference for performanceassessment over standardized tests. Students felt that theperformance assessments made them better readers. Teachers liked theimmediate intervention qualities of the performance assessments.Students in the L. I. T. program did better on standardized teststhan non-treatment students. Descriptive statistics and t testsshowed academic improvement by the experimental group. Both theLiteracy Intervention Team and the regular classroom teachers showedan orientation toward whole language when assessed by the T. O. R. P. While the numbers of students and teachers involved in this

studyare too small to provide useful statistical data, the quantitativeresults do supply very strong conclusions drawn from the qualitativedata. All teachers viewed performance assessment as contributing moreto teaching and learning than standardized tests do.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(4) Title: THE IMPACT OF MATHEMATICS/SCIENCE INSERVICE TEACHER EDUCATION PROGRAMS ON THE MANZINI REGION (SWAZILAND) ELEMENTARY SCHOOLS
Author: NHLENGETFWA (LAFAKUDZE), JOSEPHINE THULISIWE
OHIO UNIVERSITY Degree: PHD pp: 205
Advisor: HOWARD, W. S.

Research Problem: This study has examined the impact math/science inservice teacher education programs, on elementary schools of the Manziniregion, provided since their inception in the early 1980s. Theinvestigation entailed: (a) the personal backgrounds of the teachersin selected schools that participated in the workshops: (b) thephysical environment under which teachers operate in their respectiveschools, (c) the skills obtained from the workshops in terms ofclassroom interaction needs that involve the use of differentteaching methods in one lesson, the use of hands-on events in alesson and the use of questions and responses by both teachers andpupils in a lesson, and (d) finally the effect of collegial supportcalled the multiplier effect.

This research combined three methodologies in collecting thedata, a triangulation of three phases that used structuredinstruments of: a survey/questionnaire, interview and lessonobservation. Demographic and qualitative data are presented todetermine the impact of the Manzini region elementary schoolmath/science inservice education programs in the classroom. Theresearch carried explanations of the data that account for patternsof teacher information, the classroom environment and interactionobserved in math/science lessons.

Demographic data and open-ended question responses were providedby 109 elementary school teachers of the Manzini region in Swazilandthrough surveys. Ten of the respondents were further interviewed and12 were observed while teaching mathematics and science in 12different lessons. Analysis of averages, frequencies, percentages andranges using pie, line and bar graphs were coupled with qualitativedata from interviews and lesson observations to analyze, summarizeand make recommendations for this research. The data analysis of allthe four different sub-problems presented in this research reflect apositive impact of the math/science inservice education programs inthe Manzini region elementary schools.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(5) Title: RURAL PATTERN OF EXCELLENCE: A CASE STUDY OF CLAY COUNTY JUNIOR HIGH SCHOOL (RURAL EDUCATION, WEST VIRGINIA)
Author: STROUD, YVONNE PACK
OHIO UNIVERSITY Degree: PHD pp: 223
Advisor: THOMPSON, JAMES H.

Research Problem: This research is a case study of a rural junior high school in West Virginia that was recognized as a national school ofexcellence in the Blue Ribbon Schools Program in 1990-1991. Thepurpose is to determine whether the school reflects thecharacteristics associated with those described by effective schoolsresearch and to describe everyday, ongoing experiences of teachers,students, staff, and administrators.

The study was conducted through the use of several methodologiescommon to ethnographic research, including the use of interviews,observations, and the examination

of records. The goal was todescribe in detail the many facets of the school, especially thosethat enhanced the school's environment of excellence. Mackenzie, who identified clusters of characteristics from theliterature on effective schools, organized the effective schoolcharacteristics into three dimensions of Leadership, Efficacy, andEfficiency. These dimensions were used to organize the presentationof findings and to provide a structure for analysis of data. The data analysis reveals that the school overwhelminglyindicates the presence of effective school school characteristics,especially the characteristics of school climate and leadership. Theschool also reflects the criteria fundamental to the Blue RibbonSchools Program. A school that lacks resources can, through hardwork, involvement, commitment, and community spirit rise to a levelof excellence.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(6) Title: THE RELATIONSHIP OF FIELD DEPENDENCE-INDEPENDENCE AND ACADEMIC ACHIEVEMENT: KOREAN TEACHERS AND STUDENTS (LEARNING STYLE, TEACHING STYLE)

Author: SUNG, HYESOOK

OHIO UNIVERSITY Degree: PHD pp: 143

Advisor: MCCUTCHEON, JOHN W.

Research Problem: The purpose of this study was to identify the relationship between students and teachers who have been classified as fielddependent or field independent and academic achievement among ninthgraders for improved educational practice. Specifically, it has fourpurposes: whether (1) students' and teachers' degree of fielddependence-independence was related to academic achievement; (2) amatch or mismatch of students' and teachers' field dependence-fieldindependence was related to academic achievement; (3) how much of thevariance was accounted for by the variables of fielddependence-independence and gender; and (4) students of one genderwere predominantly field dependent or field independent.

The subjects were 200 ninth grade Korean students and eightteachers of Korean language and mathematics. All were selected from apopulation of ninth grades at four private middle schools in Seoul,Korea. The instruments used in this study were the Group EmbeddedFigures Test and the Dong-A Achievement Test in Korean language andmathematics. The 2 x 2 ANCOVA, Multiple Regression Analysis, andt-test procedures were used to analyze the data (p $>$.05).

Analysis of the data indicated that: (1) field independentstudents had significantly higher adjusted means than field dependentstudents with both field dependent students with either fielddependent or field independent teachers, (2) there was no significantrelationship between teacher field dependence-independence andstudent academic achievement of Korean language and mathematics, (3)matching and mismatching students and teachers with respect to fielddependence-independence made no difference in student achievement,(4) field dependence-independence and gender were capable ofpredicting achievement in Korean language (23%) and mathematics(30%), and (5) female and male students were not statisticallydifferent on field dependence-independence.

Based on the literature concerning the effects of fielddependence-independence on student performance, it is recommendedthat educators need to be aware that students vary in many ways andthey must also continuously monitor and respond to instructionalprograms to allow flexibility of content, materials, and teachingmethods. Suggestions for further research include performing areplication of the present study by using the existing instruments,but by changing the subjects to different grade levels and gender.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(7) Title: THE RECENT DEVELOPMENT OF INSTRUCTIONAL SUPERVISION IN CHINA: A STUDY OF THE ORGANIZATION AND FUNCTION OF THE ELEMENTARY AND SECONDARY SCHOOL TEACHING AND RESEARCH SECTION

Author: ZENG, DEQI
OHIO UNIVERSITY Degree: PHD pp: 221
Advisor: LEEP, ALBERT

Research Problem: Supervision of instruction is an important educational activity designated to provide assistance for classroom teachers forthe purpose of improvement of instruction. This important function,for a long time, did not receive much attention in China due to theinfluence of the radical political ideology that resulted ineducational policies overemphasizing the political and ideologicalfunction of education and belittling intellectual or academicalgoals. The social and political changes since 1977 have had greatinfluence upon educational practice. To improve the quality ofeducation to meet the demand of economic development, increasingattention has been given to the provision of instructionalsupervision for elementary and secondary school teachers.

This dissertation is a study of the unique role performed by "theelementary and secondary school teaching and research sections".Established by mandate at provincial, prefectural and countyeducational administration levels, the research sections havedeveloped over the past ten years as the important institutes thatorganize instructional supervision for elementary and secondaryschool teachers. This study traces briefly the historical developmentof this concept, examines the organization of the institutes, thetypes of activities they are actually performing, the supervisorytechniques being commonly employed and daily duties of theresearchers. A brief examination of the contributions made by theresearch sections over the past decade, major problems and issuesidentified by practitioners is provided. The researcher also presentsa brief observation of the major characteristics of the presentChinese practice of instructional supervision and makes a fewsuggestions for improvement.

This study is a qualitative research. Though interviews andquestionnaire were used for collecting data, it is based primarily ona careful analysis of first-hand documents collected from differentsources. The whole study is organized in nine chapters. Chapter Tworeviews literature of the development of instructional supervision asa field. Chapter Three provides a historical background of thedevelopment of school supervision in China. Chapter Four to Eightfocus on the major research questions. Chapter Nine concludes thestudy.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(8)Title: A CONTENT ANALYSIS OF MORAL THEMES IN SELECTED FIRST-GRADE SOCIAL STUDIES TEXTBOOKS

Author: NICOLAS, ARACELI MIGUEL
OHIO UNIVERSITY Degree: PHD pp: 157
Advisor: THOMPSON, JAMES H.

Research Problem: This study examines the moral education content of the teacher's edition of three grade one social studies textbooks. Theidentified moral themes are honesty, obedience, respect forauthority/elders, concern for others, and industriousness. Thetextbook selection is based on the following criteria: (a) includesan early childhood education program, (b) published on or after 1989,(c) major social studies textbook publisher, and (d) accompanied by ateacher's edition.

Nine readers/coders participated in the content analysis process.They were selected based on their expertise on early childhoodeducation, content analysis, moral/character education, and socialstudies curriculum. To establish reliability, an orientation andtraining

session for the readers/coders was conducted before theanalysis began. A practice exercise using a common text and thecontingency table was undertaken to apply the categories andrecording units. The inter-coder reliability was established at 80%.That is, at least 80% of the citations made by the readers/coders ineach category were similar. Where there was disagreement, a consensuswas made. Ahierarchical log-linear analysis was used to treat the data. Todetermine the best model that could offer an acceptable fit with thedata, a backward elimination process was executed. The best modelthat was generated in the screening process was the saturated model.Odds-ratios were computed as a follow-up procedure.

The data analysis indicates significant interactions andrelationships between the textbooks, moral themes, and degrees ofdepth. The interaction of a specific pair of variable constantlychanges whenever a second variable is included. Each textbook isuniquely different in presenting the moral themes. The followin: conclusions emerge from the analysis: (a) the threegrade one social studies textbooks addressed the moral themes invarying degrees, (b) the five selected moral themes appeared to beaddressed in a limited basis with regard to the frequency ofincidents, (c) the moral themes were introduced and presented more atthe awareness level rather than at some depth, and (d) the moralthemes that perpetuate the American value system did not appear to besystematically addressed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(9) Title: AN EXAMINATION OF LANGUAGE POLICY AND STRATEGIES FOR THE DISSEMINATION OF AMHARIC IN ETHIOPIA BETWEEN 1942 AND 1974

Author: TUCHO, YIGAZU

OHIO UNIVERSITY Degree: PHD pp: 167

Advisor: HOWARD, WILLIAM STEPHEN

Research Problem: This is a study of language policy and strategies for the dissemination of Amharic in the Ethiopian empire. The purpose of thestudy was to identify and analyze the Ethiopian government's languagepolicy as well as specific and implied strategies of implementationbetween 1942 and 1974 for the propagation of Amharic to differentparts of the empire. The spread of Amharic from its original base toother language community areas started at the turn of the twentiethcentury with Menelik's conquest of new territories. The completion ofconquest and the incorporation of new land were followed by(re)settlement of Amhara or Amharized soldiers and populations andCoptic clergy. These groups became the initial agents for thedissemination of Amharic. Menelik's successor, Haile Selassie I, built Amharic languageschools in major towns, made statements, and issued decrees from the1920s to 1935, which set a formal pattern for the propagation ofAmharic. After 1942, the government passed decrees and enacted lawswhich made Amharic an exclusive language of governmentaladministration, the law, and education, and excluded all languagesindigenous to Ethiopia from official domains. Scrutiny of evidenceindicates that the Ethiopian government attempted to spread Amharicto all parts of the empire with the hope to make it the language ofall linguistic groups. Evidence further shows that the Ethiopian government tried to useAmharic as an instrument of national integration at the expense ofall other languages. Different strategies ranging from Amharic as themedium of instruction in elementary schools and adult education tothe founding of an Amharic language academy were used in promotingthe dissemination of Amharic. The Ethiopian government's languagepolicy and the means of its implementation between 1942 and 1974legitimized the cultivation and expansion of one language and madeother languages in Ethiopia illicit in all institutionalestablishments. This study concludes that the Ethiopian governmentdevoted time and energy, and gave its official sanction, to thepropagation of Amharic. It

undermined the official role of all otherindigenous languages in order to neutralize possible ethnolinguisticnationalism in other language groups in the empire and to promoteAmhara cultural and linguistic hegemony.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical

(10) Title: THE APPLICATION OF MODELING AS AN APPROACH TO CONDUCT MORAL EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA (ROLE MODELS)
Author: WU, QIULI
OHIO UNIVERSITY Degree: PHD pp: 217
Advisor: LEEP, ALBERT

Research Problem: The study examines the application of the modeling approach in Chinese moral education in order to provide some generalinformation and an overall investigation of modeling to helpunderstand how moral education is conducted in the People's Republicof China. The study is mainly historical research based upon reviewof literature, analysis of written materials such as governmentdocuments and textbooks and story books used in China, andexamination of the practice of using modeling in China.
A historical overview at the beginning gave a general idea of howmodeling has been developed in China, how it has been used by Chinesepeople, and how important its position has been in Chinese moraleducation. Then the philosophical, psychological, social, andpolitical foundations of modeling were examined in order to find whythe approach has been so popular. Next, the qualities of role modelsin socialist China were investigated in order to find the criteriaused to select role models and the functions played by them indifferent periods of social development. Finally, the practice ofusing modeling in Chinese schools today, including classroom teachingand extracurricular activities, was summarized. In addition, thecontribution of social support and teacher training to theapplication of modeling was recognized, and some studies aboutmodeling done by Chinese educators were introduced.
The method of general observation is employed to evaluate theeffects of the application of modeling. According to Chinese leaders,major promoters in using the approach, the practice has beeneffective since it has helped realize the goals of constructing asocialist society and producing "new people". However, some problemsin the application of modeling are observed from an educational pointof view and the methods for using the approach need to be changed tomeet the new requirements of society. Suggestions for improvement inthe application of modeling include paying attention to developingchildren's abilities to reason and make moral judgments, usingeveryday role models that have an influence on children, and bringingthe teachers' role in modeling into full play.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(11) Title: A STUDY OF SELECTED EDUCATIONAL COGNITIVE LEARNING STYLE ELEMENTS AS PREDICTORS OF ACHIEVEMENT FROM VIDEO AND AUDIOTAPE INSTRUCTIONAL UNITS (VIDEO INSTRUCTIONAL UNITS)
Author: CHIN, LOIPIN
OHIO UNIVERSITY Degree: PHD pp: 435
Advisor: STROTHER, SELDON

Research Problem: The study examines the effectiveness of selected educational cognitive style elements as predictors of achievementfrom video and audiotape instructional units. The subjects ranged inage from 18 to 45 (N = 118).
Students enrolled in five introductory media classes and twomicrocomputer applications in education classes formed the samplegroup. Both groups responded to both the Joseph Hill EducationalCognitive Style Mapping Inventory and the Albert Canfield LearningStyle

Inventory. The subjects were randomly assigned to either theaudiotape treatment group (N.52) or videotape treatment group (N =66). Subjects in both treatment groups responded to a pretest ondrymounting visuals. The content of the video and audiotapetreatments was identical. Both groups responded to a posttest and asurvey measuring their attitudes toward the instructional units. Thedata collected was analyzed with the aid of the SPSS PC+ statisticalsoftware program.

Analyses of variance, analyses of covariance, regressionanalyses, independent t-test and discriminant analyses procedureswere conducted. Only the Magnitude element in Hill Inventory wassignificant in predicting achievement gain in both treatmentconditions. Instructional content contributed greatly to thissignificance. Suggestions for future research include: (1) generalizing resultsusing other samples of subjects enrolled in similar introductoryeducational media and microcomputer in education courses in differentgeographical locations; (2) replicating this study to examine theremaining eighteen subscale elements in the Hill Inventory notcovered in this study; (3) examining the elements used in this studyor the other elements of the inventory with other forms ofinstructional delivery mediums such as slide-tape and interactivemediums; (4) revising the statements for the ten subscales of HillInventory examined in this study. Practitioners and researchers inthe area of cognitive learning style who have in-depth knowledge ofthe Hill Inventory can meet to work cohesively in rewording andrephrasing the statements for each subscale element; (5) conductingresearch with other learning style inventories examining differentsets of educational cognitive style elements.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(12) Title: RELATIONSHIPS OF STUDENT GENDER, TEACHER EXPERIENCE AND SETTING TO STUDENT'S ACHIEVEMENT AND ATTITUDES TOWARD MATHEMATICS IN BOTSWANA COMMUNITY JUNIOR SECONDARY SCHOOLS

Author: CHAKALISA, PAUL ALGEBRA

OHIO UNIVERSITY ' Degree: PHD pp: 201

Advisor: BEACH, BONNIE

Research Problem: This study investigate whether differences in achievement and attitudes toward mathematics exist on the basis of students'gender, setting and teacher experience. The Subjects were 800students and 40 teachers from 40 randomly selected junior secondaryschools in Eastern Botswana.

Four instruments were used to gather data for the study. ADemographic Background Assessment Form provided information onteacher experience. A Mathematics Achievement Test was used to gatherdata on students' achievement. Four scales of the Fennema-ShermanMathematics Attitudes Scales gathered data on students' attitudestoward mathematics. Unstructured interviews were conducted on 20students concerning mathematics attitudes.

Multivariate analyses of variance reveal significant differencesin mathematics achievement on the basis of setting, gender andteacher experience. Significant differences in confidence inmathematics are revealed on the basis of gender, and in attitudestoward success, mathematics as a male domain, and teacher's attitudeon the basis of teacher experience. There are no significantdifferences in attitudes toward mathematics on the basis of setting,in attitudes toward success, mathematics as a male domain, andteacher's attitude on the basis of gender, and in confidence inmathematics on the basis of teacher experience. The MANOVA proceduredoes not reveal interaction effects among setting, gender and teacherexperience that influence students' achievement and attitudes towardmathematics.

Suggestions for further research include conducting studies toinvestigate why differences in attitudes and achievement inmathematics exist in the three independent

variables. Studies aresuggested to investigate relationships between classroominteractions, and attitudes and achievement in mathematics.Additionally, studies are recommended to investigate impact ofstudent counseling on students' attitudes and achievement inmathematics.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(13) Title: THE EFFECTS OF OHIO'S NINTH-GRADE PROFICIENCY TESTING PROGRAM ON PUBLIC SCHOOLS: PERCEPTIONS OF SUPERINTENDENTS, PRINCIPALS AND TEACHERS

Author: COSTANZO, JOHN DOMINIC

OHIO UNIVERSITY (0167) Degree: PHD pp: 191

Advisor: GIPS, CRYSTAL J.

Research Problem: The study identifies and compares the perceptions of superintendents, principals, and teachers regarding the desiredeffects of Ohio's ninth-grade proficiency testing program oncurriculum, instruction, and student achievement in schools. Theemphasis is on determining if: (1) the perceptions ofsuperintendents, principals, and teachers differ from one another;and (2) relationships exist between the perceptions of subjects anddemographic or organizational variables in local school districts.

The sample of 67 superintendents, 78 principals, and 46 teacherswas selected from the 611 public school districts in Ohio. Teachersand principals served students enrolled in grades 7-12.

A three-part 42-item questionnaire was developed foradministrators, and one with three parts and 44 items was developedfor teachers. Multiple regression analysis, a single factor ANOVA,and one sample t-tests were used to analyze the data. The level ofsignificance was set at 0.05 for all statistical tests. Results revealed that there was no relationship betweenperceptions about the ninth-grade proficiency tests and the followingindividual predictor variables: (a) quality of the local CBE program;(b) position; (c) district size; (d) modification of curriculum andinstruction; (e) level of concern; (f) percent of students who passedthe ninth-grade proficiency tests; or (g) costs per pupilexpenditures. Significant results were obtained in the following areas: (1)negative perceptions about the ninth-grade proficiency tests; (2) therelationship between perceptions and the predictor variable, extentof use of test results; and (3) the relationship between perceptionsand the entire group of predictor variables that were examined. Recommendations for further research include replication of thestudy after all sanctions for poor student performance on theninth-grade proficiency tests are imposed by local school districtsand the Ohio Department of Education. It is also recommended thatresearch be conducted to identify other predictor variables thatinfluence perceptions of Ohio's educators about the ninth-gradeproficiency tests.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(14) Title: THE USE OF AND ATTITUDES TOWARD PERFORMANCE ASSESSMENT IN A PRIMARY GRADE PROGRAM OF WHOLE LANGUAGE (STUDENT EVALUATION, STANDARDIZED TESTS, PRIMARY GRADES)

Author: POWELL, LARRY EDWARD

OHIO UNIVERSITY Degree: PHD pp: 135

Advisor: GIPS, CRYSTAL J.

Research Problem: This study examined a year long whole language program conducted by a Literacy Intervention Team (L. I. T.). The teamconsisted of three teachers who used performance assessment toevaluate student progress. Four out of five assessments weredeveloped by Marie Clay and are also used in the program calledReading

Recovery. A sixth assessment was an Ohio State Department ofEducation checklist called the Third Grade Guarantee. This checklistmonitored student progress in reading and writing.

The purpose of the study was to compare the attitudes of studentsand teachers toward standardized tests and performance assessment,especially regarding their influence on learning. Ten students wereserviced on a regular basis with five different assessments. Teacherswere videotaped using the assessments. Students and teachers wereinterviewed and asked questions about standardized tests andperformance assessment. Standardized test scores of students in theprogram were compared with those of regular students. The tests usedfor this comparison were the Gates-MacGinite and the Iowa Test ofBasic Skills. Teachers on the L. I. T. and regular classroom teacherscompleted Dr. DeFord's Theoretical Orientation to Reading Profile (T.O. R. P.). Student progress on the Third Grade Guarantee was alsochecked.

Teachers and students reported a preference for performanceassessment over standardized tests. Students felt that theperformance assessments made them better readers. Teachers liked theimmediate intervention qualities of the performance assessments.Students in the L. I. T. program did better on standardized teststhan non-treatment students. Descriptive statistics and t testsshowed academic improvement by the experimental group. Both theLiteracy Intervention Team and the regular classroom teachers showedan orientation toward whole language when assessed by the T. O. R. P.

While the numbers of students and teachers involved in this studyare too small to provide useful statistical data, the quantitativeresults do supply very strong conclusions drawn from the qualitativedata. All teachers viewed performance assessment as contributing moreto teaching and learning than standardized tests do.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative.

(15) Title: THE IMPACT OF MATHEMATICS/SCIENCE INSERVICE TEACHER EDUCATION PROGRAMS ON THE MANZINI REGION (SWAZILAND) ELEMENTARY SCHOOLS

Author: NHLENGETFWA (LAFAKUDZE), JOSEPHINE THULISIWE

OHIO UNIVERSITY Degree: PHD pp: 205

Advisor: HOWARD, W. S.

Research Problem: This study has examined the impact math/science inservice teacher education programs, on elementary schools of the Manziniregion, provided since their inception in the early 1980s. Theinvestigation entailed: (a) the personal backgrounds of the teachersin selected schools that participated in the workshops: (b) thephysical environment under which teachers operate in their respectiveschools, (c) the skills obtained from the workshops in terms ofclassroom interaction needs that involve the use of differentteaching methods in one lesson, the use of hands-on events in alesson and the use of questions and responses by both teachers andpupils in a lesson, and (d) finally the effect of collegial supportcalled the multiplier effect.

This research combined three methodologies in collecting thedata, a triangulation of three phases that used structuredinstruments of: a survey/questionnaire, interview and lessonobservation. Demographic and qualitative data are presented todetermine the impact of the Manzini region elementary schoolmath/science inservice education programs in the classroom. Theresearch carried explanations of the data that account for patternsof teacher information, the classroom environment and interactionobserved in math/science lessons.

Demographic data and open-ended question responses were providedby 109 elementary school teachers of the Manzini region in Swazilandthrough surveys. Ten of the respondents were further interviewed and12 were observed while teaching mathematics and science in 12different lessons. Analysis of averages, frequencies, percentages

andranges using pie, line and bar graphs were coupled with qualitativedata from interviews and lesson observations to analyze, summarizeand make recommendations for this research. The data analysis of allthe four different sub-problems presented in this research reflect apositive impact of the math/science inservice education programs inthe Manzini region elementary schools.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(16) Title: RURAL PATTERN OF EXCELLENCE: A CASE STUDY OF CLAY COUNTY JUNIOR HIGH SCHOOL (RURAL EDUCATION, WEST VIRGINIA)
Author: STROUD, YVONNE PACK
OHIO UNIVERSITY Degree: PHD pp: 223
Advisor: THOMPSON, JAMES H.

Research Problem: This research is a case study of a rural junior high school in West Virginia that was recognized as a national school ofexcellence in the Blue Ribbon Schools Program in 1990-1991. Thepurpose is to determine whether the school reflects thecharacteristics associated with those described by effective schoolsresearch and to describe everyday, ongoing experiences of teachers,students, staff, and administrators.

The study was conducted through the use of several methodologiescommon to ethnographic research, including the use of interviews,observations, and the examination of records. The goal was todescribe in detail the many facets of the school, especially thosethat enhanced the school's environment of excellence. Mackenzie, who identified clusters of characteristics from theliterature on effective schools, organized the effective schoolcharacteristics into three dimensions of Leadership, Efficacy, andEfficiency. These dimensions were used to organize the presentationof findings and to provide a structure for analysis of data.

The data analysis reveals that the school overwhelminglyindicates the presence of effective school school characteristics,especially the characteristics of school climate and leadership. Theschool also reflects the criteria fundamental to the Blue RibbonSchools Program. A school that lacks resources can, through hardwork, involvement, commitment, and community spirit rise to a levelof excellence.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(17) Title: THE RELATIONSHIP OF FIELD DEPENDENCE-INDEPENDENCE AND ACADEMIC ACHIEVEMENT: KOREAN TEACHERS AND STUDENTS (LEARNING STYLE, TEACHING STYLE)
Author: SUNG, HYESOOK
OHIO UNIVERSITY Degree: PHD pp: 143
Advisor: MCCUTCHEON, JOHN W.

Research Problem: The purpose of this study was to identify the relationship between students and teachers who have been classified as fielddependent or field independent and academic achievement among ninthgraders for improved educational practice. Specifically, it has fourpurposes: whether (1) students' and teachers' degree of fielddependence-independence was related to academic achievement; (2) amatch or mismatch of students' and teachers' field dependence-fieldindependence was related to academic achievement; (3) how much of thevariance was accounted for by the variables of fielddependence-independence and gender; and (4) students of one genderwere predominantly field dependent or field independent.

The subjects were 200 ninth grade Korean students and eightteachers of Korean language and mathematics. All were selected from apopulation of ninth grades at four private middle schools in Seoul,Korea. The instruments used in this study were the Group

EmbeddedFigures Test and the Dong-A Achievement Test in Korean language andmathematics. The 2 x 2 ANCOVA, Multiple Regression Analysis, andt-test procedures were used to analyze the data (p $>$.05).

Analysis of the data indicated that: (1) field independentstudents had significantly higher adjusted means than field dependentstudents with both field dependent students with either fielddependent or field independent teachers, (2) there was no significantrelationship between teacher field dependence-independence andstudent academic achievement of Korean language and mathematics, (3)matching and mismatching students and teachers with respect to fielddependence-independence made no difference in student achievement,(4) field dependence-independence and gender were capable ofpredicting achievement in Korean language (23%) and mathematics(30%), and (5) female and male students were not statisticallydifferent on field dependence-independence.

Based on the literature concerning the effects of fielddependence-independence on student performance, it is recommendedthat educators need to be aware that students vary in many ways andthey must also continuously monitor and respond to instructionalprograms to allow flexibility of content, materials, and teachingmethods. Suggestions for further research include performing areplication of the present study by using the existing instruments,but by changing the subjects to different grade levels and gender.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(18) Title: THE RECENT DEVELOPMENT OF INSTRUCTIONAL SUPERVISION IN CHINA: A STUDY OF THE ORGANIZATION AND FUNCTION OF THE ELEMENTARY AND SECONDARY SCHOOL TEACHING AND RESEARCH SECTION

Author: ZENG, DEQI

OHIO UNIVERSITY Degree: PHD pp: 221

Advisor: LEEP, ALBERT

Research Problem: Supervision of instruction is an important educational activity designated to provide assistance for classroom teachers forthe purpose of improvement of instruction. This important function,for a long time, did not receive much attention in China due to theinfluence of the radical political ideology that resulted ineducational policies overemphasizing the political and ideologicalfunction of education and belittling intellectual or academicalgoals. The social and political changes since 1977 have had greatinfluence upon educational practice. To improve the quality ofeducation to meet the demand of economic development, increasingattention has been given to the provision of instructionalsupervision for elementary and secondary school teachers.

This dissertation is a study of the unique role performed by "theelementary and secondary school teaching and research sections".Established by mandate at provincial, prefectural and countyeducational administration levels, the research sections havedeveloped over the past ten years as the important institutes thatorganize instructional supervision for elementary and secondaryschool teachers. This study traces briefly the historical developmentof this concept, examines the organization of the institutes, thetypes of activities they are actually performing, the supervisorytechniques being commonly employed and daily duties of theresearchers. A brief examination of the contributions made by theresearch sections over the past decade, major problems and issuesidentified by practitioners is provided. The researcher also presentsa brief observation of the major characteristics of the presentChinese practice of instructional supervision and makes a fewsuggestions for improvement.

This study is a qualitative research. Though interviews andquestionnaire were used for collecting data, it is based primarily ona careful analysis of first-hand documents collected

from differentsources. The whole study is organized in nine chapters. Chapter Tworeviews literature of the development of instructional supervision asa field. Chapter Three provides a historical background of thedevelopment of school supervision in China. Chapter Four to Eightfocus on the major research questions. Chapter Nine concludes thestudy.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative.

(19) Title: A CONTENT ANALYSIS OF MORAL THEMES IN SELECTED FIRST-GRADF SOCIAL STUDIES TEXTBOOKS
Author: NICOLAS, ARACELI MIGUEL
OHIO UNIVERSITY Degree: PHD pp: 157
Advisor: THOMPSON, JAMES H.

Research Problem: This study examines the moral education content of the teacher's edition of three grade one social studies textbooks. Theidentified moral themes are honesty, obedience, respect forauthority/elders, concern for others, and industriousness. Thetextbook selection is based on the following criteria: (a) includesan early childhood education program, (b) published on or after 1989,(c) major social studies textbook publisher, and (d) accompanied by ateacher's edition.
Nine readers/coders participated in the content analysis process.They were selected based on their expertise on early childhoodeducation, content analysis, moral/character education, and socialstudies curriculum. To establish reliability, an orientation andtraining session for the readers/coders was conducted before theanalysis began. A practice exercise using a common text and thecontingency table was undertaken to apply the categories andrecording units. The inter-coder reliability was established at 80%.That is, at least 80% of the citations made by the readers/coders ineach category were similar. Where there was disagreement, a consensuswas made.
A hierarchical log-linear analysis was used to treat the data. Todetermine the best model that could offer an acceptable fit with thedata, a backward elimination process was executed. The best modelthat was generated in the screening process was the saturated model.Odds-ratios were computed as a follow-up procedure.
The data analysis indicates significant interactions andrelationships between the textbooks, moral themes, and degrees ofdepth. The interaction of a specific pair of variable constantlychanges whenever a second variable is included. Each textbook isuniquely different in presenting the moral themes.
The following conclusions emerge from the analysis: (a) the threegrade one social studies textbooks addressed the moral themes invarying degrees, (b) the five selected moral themes appeared to beaddressed in a limited basis with regard to the frequency ofincidents, (c) the moral themes were introduced and presented more atthe awareness level rather than at some depth, and (d) the moralthemes that perpetuate the American value system did not appear to besystematically addressed.
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OHIO UNIVERSITY Degree: PHD pp: 167
Advisor: HOWARD, WILLIAM STEPHEN

Research Problem: This is a study of language policy and strategies for the dissemination of Amharic in the Ethiopian empire. The purpose of thestudy was to identify and analyze the Ethiopian government's languagepolicy as well as specific and implied strategies of implementationbetween 1942 and 1974 for the propagation of Amharic to

differentparts of the empire. The spread of Amharic from its original base toother language community areas started at the turn of the twentiethcentury with Menelik's conquest of new territories. The completion ofconquest and the incorporation of new land were followed by(re)settlement of Amhara or Amharized soldiers and populations andCoptic clergy. These groups became the initial agents for thedissemination of Amharic. Menelik's successor, Haile Selassie I, built Amharic languageschools in major towns, made statements, and issued decrees from the1920s to 1935, which set a formal pattern for the propagation ofAmharic. After 1942, the government passed decrees and enacted lawswhich made Amharic an exclusive language of governmentaladministration, the law, and education, and excluded all languagesindigenous to Ethiopia from official domains. Scrutiny of evidenceindicates that the Ethiopian government attempted to spread Amharicto all parts of the empire with the hope to make it the language ofall linguistic groups. Evidence further shows that the Ethiopian government tried to useAmharic as an instrument of national integration at the expense ofall other languages. Different strategies ranging from Amharic as themedium of instruction in elementary schools and adult education tothe founding of an Amharic language academy were used in promotingthe dissemination of Amharic. The Ethiopian government's languagepolicy and the means of its implementation between 1942 and 1974legitimized the cultivation and expansion of one language and madeother languages in Ethiopia illicit in all institutionalestablishments. This study concludes that the Ethiopian governmentdevoted time and energy, and gave its official sanction, to thepropagation of Amharic. It undermined the official role of all otherindigenous languages in order to neutralize possible ethnolinguisticnationalism in other language groups in the empire and to promoteAmhara cultural and linguistic hegemony.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical

(21) Title: THE APPLICATION OF MODELING AS AN APPROACH TO CONDUCT MORAL EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA (ROLE MODELS)

Author: WU, QIULI

OHIO UNIVERSITY Degree: PHD pp: 217

Advisor: LEEP, ALBERT

Research Problem: The study examines the application of the modeling approach in Chinese moral education in order to provide some generalinformation and an overall investigation of modeling to helpunderstand how moral education is conducted in the People's Republicof China. The study is mainly historical research based upon reviewof literature, analysis of written materials such as governmentdocuments and textbooks and story books used in China, andexamination of the practice of using modeling in China.

A historical overview at the beginning gave a general idea of howmodeling has been developed in China, how it has been used by Chinesepeople, and how important its position has been in Chinese moraleducation. Then the philosophical, psychological, social, andpolitical foundations of modeling were examined in order to find whythe approach has been so popular. Next, the qualities of role modelsin socialist China were investigated in order to find the criteriaused to select role models and the functions played by them indifferent periods of social development. Finally, the practice ofusing modeling in Chinese schools today, including classroom teachingand extracurricular activities, was summarized. In addition, thecontribution of social support and teacher training to theapplication of modeling was recognized, and some studies aboutmodeling done by Chinese educators were introduced.

The method of general observation is employed to evaluate theeffects of the application of modeling. According to Chinese leaders,major promoters in using the approach, the practice has beeneffective since it has helped realize the goals of constructing asocialist

society and producing "new people". However, some problemsin the application of modeling are observed from an educational pointof view and the methods for using the approach need to be changed tomeet the new requirements of society. Suggestions for improvement inthe application of modeling include paying attention to developingchildren's abilities to reason and make moral judgments, usingeveryday role models that have an influence on children, and bringingthe teachers' role in modeling into full play.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical

(22) Title: A STUDY OF SELECTED EDUCATIONAL COGNITIVE LEARNING STYLE ELEMENTS AS PREDICTORS OF ACHIEVEMENT FROM VIDEO AND AUDIOTAPE INSTRUCTIONAL UNITS (VIDEO INSTRUCTIONAL UNITS)
Author: CHIN, LOIPIN
OHIO UNIVERSITY Degree: PHD pp: 435
Advisor: STROTHER, SELDON

Research Problem: The study examines the effectiveness of selected educational cognitive style elements as predictors of achievementfrom video and audiotape instructional units. The subjects ranged inage from 18 to 45 (N = 118).
Students enrolled in five introductory media classes and twomicrocomputer applications in education classes formed the samplegroup. Both groups responded to both the Joseph Hill EducationalCognitive Style Mapping Inventory and the Albert Canfield LearningStyle Inventory. The subjects were randomly assigned to either theaudiotape treatment group (N.52) or videotape treatment group (N =66). Subjects in both treatment groups responded to a pretest ondrymounting visuals. The content of the video and audiotapetreatments was identical. Both groups responded to a posttest and asurvey measuring their attitudes toward the instructional units. Thedata collected was analyzed with the aid of the SPSS PC+ statisticalsoftware program.
Analyses of variance, analyses of covariance, regressionanalyses, independent t-test and discriminant analyses procedureswere conducted. Only the Magnitude element in Hill Inventory wassignificant in predicting achievement gain in both treatmentconditions. Instructional content contributed greatly to thissignificance.
Suggestions for future research include: (1) generalizing resultsusing other samples of subjects enrolled in similar introductoryeducational media and microcomputer in education courses in differentgeographical locations; (2) replicating this study to examine theremaining eighteen subscale elements in the Hill Inventory notcovered in this study; (3) examining the elements used in this studyor the other elements of the inventory with other forms ofinstructional delivery mediums such as slide-tape and interactivemediums; (4) revising the statements for the ten subscales of HillInventory examined in this study. Practitioners and researchers inthe area of cognitive learning style who have in-depth knowledge ofthe Hill Inventory can meet to work cohesively in rewording andrephrasing the statements for each subscale element; (5) conductingresearch with other learning style inventories examining differentsets of educational cognitive style elements.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(8) THE PENNSYLVANIA STATE UNIVERSITY
Public Coed University

Penn State University was founded in 1855, however, Graduate work was first offered in 1862. Some years later, a committee of the General Faculty was given the responsibility of establishing standards and regulations governing graduate work and the granting of master's and certain technical degrees. The Graduate School was formally established in 1922 by the President and the Board of Trustees. An administrative staff was organized, and the Graduate Faculty was formed. The University Senate delegated to this faculty responsibility for graduate affairs, subject to review. In 1924, the Board of Trustees authorized the granting of Doctor of Philosophy, and the first Ph.D. was awarded in 1926. In 1971, a Graduate Council was established for the Graduate School. Today, graduate study is offered in about 149 major programs, with 19 advanced academic and professional degrees being conferred. During the academic year 1990-91 approximately 10,300 graduate students were enrolled and approximately 1,946 advanced degrees were conferred, of which 493 were doctorates. The Graduate School is a member of the Association of Graduate Schools (an organization within the Association of American Universities) and of the Council of Graduate Schools in the United States. Programs of graduate study are offered at five locations in Pennsylvania: University Park Campus, located in the municipality of State College in Central Pennsylvania; Penn State Erie, The Behrend College, Penn State Harrisburg, The Milton S. Hershey Medical Center, and Penn State Great Valley.

University Park Campus is one of the most naturally beautiful American campuses. Penn State faculty and graduate students have a long history of achievements in basic and applied research. On any given day of the semester, about 50,000 people will be on the campus: 38,000 students, 12,000 employees, and several hundred visitors. Although the size of the campus can be intimidating, graduate students soon find that its size and diversity afford a variety of stimulating activities.

The Graduate School-: Unique Features:

1. Enrollment: 36,063 Graduate, Professional and Undergraduate students. Applicants: 10,545 applicants, 38% accepted. Average age: 30. Current graduate enrollment at University Park Campus is about 6,500 students, of whom 64 percent are engaged in graduate study full-time, 44 percent are women, and 49 percent are residents of Pennsylvania. (Undergraduate enrollment at University Park campus exceeds 30,000). International students make up about 24 percent of the graduate student population, and about 7 percent of enrolling graduate students report themselves as members of recognized U.S minority groups.

2. Graduate Students Groups: 4,178 full-time matriculated graduate/professional students (1,602 women); 1,849 part-time matriculated graduate/professional students (804 women); includes 513 minority (217 African-Americans, 156 Asian-Americans, 118 Hispanics, 22 Native Americans); 1,617 internationals. Fees of $ 70 per year full-time, $ 224 per semester part-time. Graduate Faculty: 2,514 full time (612 women), 377 part-time (189 women); includes 330 minority (66 African-Americans, 224 Asian-Americans, 40 Hispanics).

3. Graduate Tuition: $ 5,316 per year full-time, $ 224 per credit hour part-time for state residents; $ 10,736 per year full-time, $ 448 per credit hour part-time for non-residents.

4. Graduate School Programs: Agricultural Sciences; Forest Resources; Arts and Architecture; Business Administration; Earth and Mineral Sciences; Education; Engineering; Health and Human Development; Liberal Arts; Sciences and Communications. Master

degrees are offered in Public Administration; Agriculture; Business Administration; Community Psychology; Education; Engineering; Environmental Pollution Control, Fine Arts; Forest Resources; Health Administration; Hotel, Restaurant, and Institutional Management; Journalism; Landscape Architecture, Management; Music; and Recreation and Parks.

5. Graduate Degrees offered: Doctoral: Ph.D and D.Ed; Master's (M.of Arts; M. of Science; and professional Master's).

6. Academic requirements for Admission: For admission to the Graduate School, an applicant must have received, from an accredited institution, a baccalaureate degree earned under residence and credit conditions substantially equivalent to those required by Penn State. Ordinarily an entering student must have completed in a satisfactory manner a minimum of course work in designated areas, the specific courses and amount of work depending upon the intended field of advanced study. Scores on the Graduate Record Examination (GRE), Aptitude Test (verbal, quantitative, and analytical) are required by most programs. Scores in the TOEFL test for non English natives is also required.

   Contact: Graduate School Information Center
   The Pennsylvania State University
   111 Kern Graduate Building
   University Park, PA 16802-3300
   Phone: 814-865-1878

7. Requirements for Graduation: Master's: a minimum of 30 graduate credits is required (some graduate programs require additional credits, a Thesis which is prepared under the direction of the Department or program in which the candidate's major work is taken. Additional specific requirements may be added by each department or Program. Doctorate: the general requirements are based upon a period of residence, the approval of a candidacy examinations, the writing of a satisfactory thesis and its acceptance by the doctoral committee and the Graduate school, the passing of a comprehensive and a final oral examination. A doctoral program consists of such a combination of courses, seminars, individual study and research as meets the minimum requirements of the Graduate School and is approved by the doctoral committee for each individual student.

8. Doctoral degrees awarded in 1992: one thousand one hundred and forty Master's, and 541 doctorates awarded.

9. Student Services: Graduate housing to married or single students at an average cost; free comprehensive medical care; free psychological counseling; career counseling; emergency short-term loans.

10. Financial Aid: Fellowships, research assistantships, teaching assistantships, federal work-study available. In 1992-9-93, $ 42,32 million in aid awarded.

11. Research Facilities: Pattee library and 7 additional on campus libraries. Total holdings: 2,357,961 volumes; 2,265,898 microforms; 27,336 current periodical subscriptions. In a typical year, Penn State faculty, often with the collaboration of graduate students, produce more than 2,500 books, technical papers, journal articles, stories, musical compositions, recordings, art works, and dramatic productions. The Journal of General Education, the Journal of Speculative Philosophy, Philosophy and Rhetoric, The Chaucer Review, and Comparative Literature Studies, among others, are all published by the Penn State Press and edited by scholars who are members of the University's graduate faculty.

12. Computer Facilities: The Center for Academic Computing is the principal provider of central academic computing services to faculty, students, and researchers. It provides computing and information technology services supported by a professional staff. An IBM ES/3090-600S computer with six vector facilities is operated by the Center. Microcomputers versions of a number of database (on CD-ROM) are available in numerous libraries' locations. LIAS, the library Information Access System gives the user direct access to bibliographical information.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: 111 full-time matriculated students (73 women), 99 part-time (72 women). Faculty in Curriculum and Instruction: 31. Graduate Faculty in Curriculum and Supervision: 5 full time with a Ph.D; with a range of experience between 7 - 25 years.

2. Name of the Unit: College of Education, Division of Curriculum and Instruction, Program in Curriculum and Instruction (M.Ed, M.S, D.Ed, Ph.D.)

3. Department Head: Dr. Dianne Commons.
Graduate Program Coordinator: Dr. Murry Nelson (Ph.D Specialty: Curriculum History/ Social Studies Education) 2 years as graduate coordinator.
Department of Curriculum and Instruction, Head
150 Chambers Building,
University Park Campus, College of Education
The Pennsylvania State University,
State College, PA 16802, USA.
Phone: 814- 865-5433.

4. Specific Programs that focuses on Curriculum Studies: Curriculum and Instruction/ Curriculum and Supervision. Offerings include: bilingual education (M.Ed, M.S, D.Ed), early childhood education (M.Ed, M.S, D.Ed), elementary education (M.Ed, M.S, D.Ed), instructional systems (M.Ed, M.S, D.Ed), language arts and reading (M.Ed, M.S, D.Ed), science education (M.Ed, M.S, D.Ed), social studies education (M.S, D.Ed), supervisor and curriculum development (M.Ed, M.S, D.Ed). Programs accredited by NCATE.

5. Requirements: Entrance: MAT. Application fee: $35 . Degree requirements: for master's foreign languages not required, minimum of 30 credits of course work ; doctorate: a dissertation is required and the completion of a core of competencies in curriculum, instruction, and supervision is expected of Ph.D. and D.Ed. candidates. To meet residency requirements, the Ph.D. candidate must spend at least two consecutive semesters enrolled as a full time student at the University Park campus. The communication and foreign language requirement for the Ph.D degree may be satisfied by completing two of the following options: foreign language, statistics, computer science and technology, linguistics, demography, historiography, or qualitative research methods. For a D.Ed. a minimum of 90 credits of course work are required.

6. Doctoral Degrees awarded: thirty doctorates in Curriculum and Instruction (1993-94). In 1992, 49 Master's 18 doctorates awarded

7. Primary Goals of the Graduate Programs in Curriculum: to provide advanced professional preparation in the special areas of curriculum and supervision, bilingual education, early

childhood education, elementary education, language and literacy education, science education, social studies education, and mathematics education.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications and participation of faculty and students in professional groups.

9. Unique strengths of the Graduate Program in Curriculum Studies: Faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications). Research (emphasis on inquiry and national visibility), Students (placement and national recruitment). Curriculum (individually tailored to each student, interdisciplinary, competence-based, a core of required course , cohesive and academic) and Environment (academic life and libraries). The university's view is that a person's graduate experience should include, in addition to course work and research, living in a scholarly atmosphere, profiting from the perspectives of visiting scholars and artists, and engaging in informal discussions with faculty and fellow students. it also should mean participating in students affairs and university governance, and allowing time to reflect, to explore fields related to one's specialty, and to enjoy leisure activities.

10. Faculty Research: Dr. Dan Marshall (Ph.D. Teaches in the Program of Curriculum and Suppression, department of Curriculum and Instruction. He has done curriculum research reports and publications between 1 to 5 in each of the following forms of curriculum inquiry: philosophical, historical, phenomenological-hermeneutic, ethnographic-naturalistic, theoretical, evaluative-normative, deliberative and action research. Problem that he is researching at present time: "turning points in contemporary curriculum history". According to his author, in order to prepare his graduate students as curriculum researchers, he first try and establish what each student wants and needs to know. Dr. Edmund C. Short (D.ED Specialty in Curriculum Theory and Research; 25 years of teaching experience in curriculum research; Program Curriculum and Supervision. He has done between 1 to 5 curriculum research reports and publications in each of the following forms of curriculum inquiry: philosophical, historical, theoretical, integrative-review-synthesis. Problem he is researching at present time: "The various 'schools' of inquiry represented in various curriculum inquiry methodologies within Curriculum Studies". This professor prefers to prepare his graduate students as curriculum researchers by putting them in an overview course on different types of research methods; by asking the students to enroll in a research methods course with only students of his own program ; and by asking students to enroll in a research methods course that includes students from many different programs.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: courses focused in the following areas: research design, research methodology, historical, scientific, ethnographic-naturalistic, evaluative-normative, and combination of methods. Some of the courses offered in 1993-94 are the following: 400 Introduction to research literature 557 Seminar in Curriculum Research 503 Research Methods in Composition; 594 Research in Language and Literacy Education (include different forms of curriculum inquiry, according to the students' needs); 520 Analysis of research in Math and 525 Research Participation in School Mathematics Curriculum construction: (mainly evaluative/normative; integrative/review/synthesis; deliberative; scientific; theoretical; and action forms of curriculum inquiry); 560 Attitude Research in Science Education (evaluative-normative; theoretical and scientific forms of curriculum inquiry) and 533 Research in the teaching in Social Studies Education (includes historical, philosophical, evaluative-normative,

theoretical, deliberative, phenomenological-hermeneutic, and ethnographic-naturalistic forms of curriculum inquiry).

2. Ways to prepare graduate students as curriculum researchers: put students in an overview course on different types of research; ask students to enroll in a research methods course with only students in the program; ask students to enroll in a research method course that includes students from many different programs or first trying to establish what each student wants and needs to know.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in
Doctoral Dissertations in the Pennsylvania State University
January, 1993 - June, 1994

(1) Title: EXPLORATORY INVESTIGATION OF THE EFFECTIVENESS OF LEARNER
CONTROL UPON ACHIEVEMENT OF HIGH-ABILITY AND LOW-ABILITY
STUDENTS BY USING CAI
Author: AL-EISA, AHMED MUHAMMED
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 168
Advisor: DWYER, FRANCIS M.

Research Problem: The purpose of this study was to investigate the effectiveness of learner control over content, learner control overdisplay of instruction, and learner control over both content and display of instruction, for high-ability and low-ability students in their achievement of reading comprehension from lesson delivered by computer-assisted instruction.

The experimental design of this study was a post-test only design. Subjects were 152 undergraduate students from the College of Technology in Riyadh, Saudi Arabia. Subjects were classified as high-ability and low-ability according to their final scores of the prerequisite English course they passed and they were randomly assigned to one of the four treatments. Subjects in the first treatment were given no control over the content or the display of instruction, whereas subjects in the second treatment were given the option to choose one passage from the four passages. Subjects in the third treatment were given control over the display of instruction which includes the sequence of the instruction, the pace, and the amount of information to be studied. Subjects in the fourth treatment were given the same options as subjects in treatment #2 and treatment #3.

The data of the study was analyzed by two-factor analysis of variance. Tukey multiple comparisons procedure (alpha =.05) indicates that there is only one significant difference between the mean score of high-ability students and the mean score of low-ability students in learner control over both content and display of instruction. No other significant differences were found between the other groups. The results also show no significant differences between the time spent by students in each treatment group. The findings of this study did not support the hypotheses indicated that high-ability students who were given learner control over content, over display of instruction or over both, would gain higher mean scores than high-ability students who did not receive any control. However, high-ability students who received control over both content and display of instruction gained a significant higher mean score than low-ability students; but other groups gained no significant differences.

Forms of Curriculum Inquiry employed in this dissertation: scientific

(2) Title: THE EFFECT OF DIFFERENT VISUALIZED TREATMENTS ON FIELD-DEPENDENT AND FIELD-INDEPENDENT STUDENTS AT

UNIVERSITY OF QATAR (QATAR, LEARNING STYLE)
Author: AL-SAAI, AHMAD JASSIM
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 276

Advisor: DWYER, FRANCIS M.

Research Problem: The purpose of this study was to examine the instructional effectiveness of different types of visualized treatments in facilitating the achievement of students identified as field-independent and field dependent at the University of Qatar. The instructional content used in this study was an Arabic translation of the Lamberski and Dwyer (1977) instructional unit. The content of the 2000-word instructional unit dealt with the human heart, its parts, and their functions in the process of blood circulation.

Two hundred seventy-nine female students enrolled at the College of Education at the University of Qatar participated in this study. Each participant was randomly assigned to one of three treatment groups. Prior to participating in the study, students received the group-embedded-figure-test (GEFT) in order to determine their learning styles before receiving their respective treatments. The students were then categorized as field-dependents (FD) and field-independents (FID), according to their scores on GEFT. Those whose scores on GEFT ranged between 0-5 were identified as FD, while those who had a score of 9-18 were classified as FID. Based on the technique of taking the higher and lower 25 students of each treatment, only the data of the higher and lower 25 students of each treatment were statistically analyzed using ANOVA. The analysis indicated that there was no interaction between learning style (FID/FD) and treatment type on the criterion measures. Insignificant differences were found to exist among students receiving the three instructional treatments on the different educational objectives. Insignificant differences were also found to exist among the FID and FD students receiving the three instructional treatments on the criterion measures. Insignificant differences were found to exist on some criterion measures between FID and FD students receiving identical instructional treatments. These specific findings seem to indicate that it is favorable to design instructional materials so that they will reduce achievement differences between FID and FD students on specific educational objectives.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-scientific.

(3)Title: INCREASING PARTICIPATION OF MEMBERS OF THE HISPANIC COMMUNITY IN AGENCIES THAT DEVELOP AIDS PREVENTION PROGRAMS IN YORK, PENNSYLVANIA (IMMUNE DEFICIENCY)
Author: BLASINI-CACERES, LYDIA M.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PH.D. pp.: 263
Advisor: MYERS, JAMIE M.

Research Problem: Although AIDS affects all racial groups, blacks and Hispanics are affected disproportionately. Singer, Flores, Davison, Burke, Castillo, Scanlon, & Rivera (1990) reported that while Hispanics represent nine percent of the United States population, they account for disproportionate percentages of AIDS cases. Of the AIDS cases reported among Pennsylvania residents during the period 1981-1993, 824 (10%) occurred among Hispanics. Likewise, of the 151 cases of AIDS reported in York County since 1981, 20 (16%) of the cases have been Hispanic (The Pennsylvania Department of Health, 1993a).

The Hispanic Action Health Model (HAHM) was implemented as a voluntary community action group concerned with the lack of health-related resources in the city's rapidly expanding Hispanic community. This model was developed into a community-based research, training, prevention, and advocacy seminar devoted to improving the health knowledge and AIDS prevention of Hispanics in York City, Pennsylvania. They involved the target population in the program from the needs assessment stage through the evaluation. Also, these approaches are based on the concept that the audience will learn by reflecting and acting on their reality. This is a key assumption of the critical ethnographic framework.

In the health/AIDS need assessment conducted in York, 109 people participated in the survey. The distribution of these 109 participants were the following: 19 directors of community services;15 Hispanic community leaders, and 75 members of the Hispanic community. According to the results of the health/AIDS needs assessment conducted in York, the ten main health problems identified in the Hispanic community by order of priority were the following: AIDS (89), Drug Abuse (79), Alcohol Abuse (56), Sexually Transmitted Diseases (40), Access to Medical Care (38), Infant Care (25), Mental Illness (23), Prenatal Care (17), Heart Diseases (15) and Cigarette Smoking (14).
Through the Hispanic Action Health Model (HAHM) inadequacies in the quality and quantity of health services being provided to the Hispanic community were reversed, culturally relevant health resources were expanded, and community awareness and involvement in health issues were enhanced. The model empowers members of the Hispanic community to undertake necessary behavioral changes for health promotion. HAHM also facilitates the development and implementation of health/AIDS educational tools that are meaningful and sensitive to the different ethnic groups, particular languages, cultural values, and social patterns in the community. HAHM provides an opportunity for every person to get involved in the fight to prevent health problems, including HIV infection and AIDS. The model demonstrates that working together a community can reduce the spread of AIDS.
Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(4) Title: AN EXPERIMENTAL STUDY COMPARING EMBEDDING AND IMMERSION
APPROACHES TO INSTRUCTING CRITICAL THINKING TO 5TH-

STUDENTS (FIFTH-GRADE)
Author: COLLEDGE, DEBORAH G.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: D.Ed. pp.: 259
Advisor: NOLAN, JAMES F.

Research Problem: This study examined two approaches to teaching critical thinking, embedding and immersion. The participants in the study were from two heterogeneous 5th-grade classrooms with 22 and 27 students respectively. The teachers instructing the classes had 23 and 21 years each of teaching experience. The classes participating used critical thinking units designed to incorporate these two approaches to teaching thinking skills. The embedding unit was designed for English and Social Studies as separate subjects, and the immersion unit was designed for English and Social Studies following an interdisciplinary design. Each unit was instructed for 30 days and 1.5 hours per day. Qualitative data were also gathered concerning participants' reactions to the method of design, the use of the teacher as consultant and editor, and the overall effectiveness.
Students were given the Ennis-Weir Critical Thinking Essay Test as a pre- and post-test measure, in order to compare effectiveness of the two approaches. Analysis of covariance indicated no significant difference between the two approaches, so the hypothesized effect of a significant difference using the immersion approach was not found. Data did indicate very significant growth for both classes in their critical thinking skills. Both approaches proved very effective. The method of design, a consultant designing the unit with the teachers as editors, proved very effective and assisted teachers with the critical factor of planning time and extended their knowledge about critical thinking. Teacher analysis of the units indicated they were superior and very effective. Student survey results indicate mastery of critical thinking attitudes which many interpret as an increase in self-esteem. The qualitative analysis was included to extend and explain the quantitative analysis.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(5) Title: EFFECTS OF PRIOR KNOWLEDGE AND VARIOUS REHEARSAL STRATEGIES ON STUDENT ACHIEVEMENT OF DIFFERENT OBJECTIVES (VISUALIZATION, ACTIVITY STATEMENTS)
Author: ELLIOTT, CHARLES EARL
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 251
Advisor: DWYER, CAROL A.

Research Problem: Research shows that prior knowledge influences the effectiveness of various rehearsal strategies on student achievement. Studies have found that prior knowledge is both an enabling and disabling factor in the learning environment. Prior knowledge was investigated assessing student achievement under conditions in which varied rehearsal strategies, activity statements, and visualization were experimentally controlled. A stratified random sampling procedure created low and high prior knowledge groups. Four treatment groups were used in a 2 x 4 x 5 factorial design (two prior knowledge levels, four treatments, five different tests of achievement).
Each instructional treatment included a 2,000-word script on the human heart and its function and 22 simple line drawings of the heart. The dependent measures represented four levels of educational objectives and one composite score, a total score of the four tests.
An analysis of variance test was conducted on each of the dependent measures. There were no interactions found in this study. Significant main effects were found in the treatment and prior knowledge variables. The treatment factors, activity statements, and visualization produced significant differences on three tests. The stratified prior knowledge levels showed significant differences across all the tests.
Visualization was an important information processing factor in the immediate retention of science information at most levels of educational objectives. In the follow-up analyses of differences in achievement of prior knowledge levels, significant differences were found. The mean scores for the activity statements group were the lowest for the low prior knowledge levels on all dependent measures. This suggests that the use of activity statements interfered with learning for low prior knowledge learners. Prior knowledge continues to produce complex results. Questions about information processing differences under knowledge acquisition(novice learners) and knowledge activation (expert learners) still need to be clarified.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(6) Title: DEFINING THE ROLES OF A 'STUDENT TEACHER' AND A 'TEACHER':
A CASE STUDY OF A CRITICAL REFLECTIVE PRACTICE IN STUDENT TEACHING
Author: FIGUEROA, JOSE RAMON
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 247
Advisor: NOLAN, JAMES F.

Research Problem: The nature of this particular study is based on a phenomenological and critical perspective. The purpose of this research was two-fold; first, it attempted to understand, from the participants' point of view, how pre-service teachers were able to define themselves as "student teachers" and as "teachers." The second goal of the study

was that of unmasking the critical components of the experience which influenced the perceptions of the participants. Through the use of a critical ethnographic research design, the researcher was able to capture the experiences of the participants in the form of case studies. The study concluded with the identification of cognitive dissonance of the participants; the need for collaborative support; the influence of the cooperating teachers; and the influence of pupils on the personal and professional development of the pre-service teacher as critical elements within the student teaching practicum. Additionally the study presents several implications for future student teaching programs.
Forms of Curriculum Inquiry employed in this dissertation: phenomenological, hermeneutic.

(7) Title: EFFECTS OF ENVIRONMENTAL ACTION ORIENTED LESSONS ON ENVIRONMENTAL KNOWLEDGE, ATTITUDES, AND BEHAVIOR OF HIGH SCHOOL STUDENTS
Author: HICKS, WILLIAM WHITFIELD, JR.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. , pp.: 127
Advisor: SCANLON, DENNIS C.

Research Problem: Typically, issue awareness does not always result in behavioral change in the environmental dimension. Students must be given the opportunity to develop a sense of ownership and empowerment so they are fully invested in an environmental sense and prompted to become responsible, active citizens (Hungerford & Volk, 1990).
The problem investigated in this study is the effect of supplemental environmental action oriented lessons on students' environmental knowledge, attitude, locus of control, and behavior toward the environment. Students who attended Penn State's Conservation Leadership Schools (CLS) were the population for the study.
Several implications for educators arise from this study. Action oriented lessons should be taught for greater periods of time than six hours. Also, educators wishing to test students' knowledge of subjects as diverse as environmental education should design tests to be specific instead of general in nature. Knowledge tests should solicit responses that demonstrate an understanding of the facts as they are applied to processes and concepts.
Students taking action toward solving environmental problems need these behaviors reinforced continuously. Educators can reinforce students' behaviors by teaching environmental action skills, removing barriers such as negative peer pressure and inconsistent messages about the state of the environment, and offering real experiences involving environmental problems instead of using hypothetical examples.
Finally, the study suggests that locus of control contributes to environmental attitude and directly to environmental action behavior. Educators must realize that students' locus of control is difficult to change at best, yet it has a major effect on action behavior. Action oriented curricula should be evaluated based on its ability to create shifts in students' locus of control and attitude about the environment.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(8)Title: THE EFFECT OF ELABORATION THEORY IN FACILITATING ACHIEVEMENT OF VARIED EDUCATIONAL OBJECTIVES IN PRINT/TEXT MATERIALS
Author: JACKSON, ROBERT GERALD
School: THE PENNSYLVANIA STATE UNIVERSITY
DEGREE: Ph.D. pp.314
Advisor: Dwyer, Francis M.Jr.

Research Problem: This study concentrated on whether Elaboration Theory, presented in prose format, would be more beneficial in enhancing information processing for varied educational objectives.

This study was conducted at the Altoona Campus of The Pennsylvania State University. The independent variables were examined using four groups which included 144 subjects: Control with no elaboration; prerequisite-learning sequences, summarizers, and synthesizers; analogies and cognitive-strategy activators;prerequisite-learning sequences, summarizers, synthesizers, analogies, and cognitive-strategy activators. After taking a pretest to determine the subjects' prior knowledge levels, subjects were randomly assigned to one of four self-paced instructional units with each unit using a different instructional strategy. The subjects then completed four posttests which differed in the level of objectives tested. The multiple analysis of variance on the three dependent measures resulted in the retention of two of the four hypotheses. The two hypotheses were rejected at the .05 level. Appropriate follow-up procedures on the means revealed where significant differences existed among treatments.

The results indicate that the four instructional strategies were not equally effective for improving student achievement of varied educational objectives in print/text materials. In the majority of the cases, Elaboration Theory was shown to be as effective, or less effective, than conventional methods of instruction. The research question postulated showed that the students perceived Elaboration Theory as being more effective than conventional methods of instruction.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(9) Title: DESCRIPTION OF INDIVIDUAL AND COLLECTIVE MEANING OF AN INNOVATION AS REPRESENTED IN EIGHT PARTICIPANTS' COGNITIVE MAPS (MEANING, LEARNING CENTRE PROGRAM)
Author: KENNEDY, ROBERT JAMES
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 314
Advisor: TRUEBLOOD, CECIL R.

Research Problem: This study describes the meaning of an educational innovation undertaken by eight implementers in seven roles. Factors are identified which appear to influence differences and similarities in the meaning of the innovative Learning Centre Program. The factors included are role, related past professional and personal experience and experience with the innovation.

The Self-Q Interview (Bougon 1983) and the computer analysis of the interview data were used to study similarities and differences in the meaning held by the eight participants. The Self-Q interview and computer generated cause and influence maps provide information concerning how the participant perceives the learning center program and her/his experience in its delivery.

The eight staff represent seven role groups from teacher through superintendent located in one school district. The secondary school selected to participate in this study was nominated by district leaders as having the staff which was most successful in implementing the innovative Learning Center Program.

Similarity in the content of the cause and influence maps among participants identify interdependence among the roles. The analysis of interdependence among cause and influence maps of participants defines interdependence as a cognitive outcome for implementation. Interdependency describes the basis for the social relationships among the participants which

seem responsible for the successful implementation of the Learning Center Program. Interdependence among the participants also seemed to provide the basis for collaborative and collective action required to implement a complex Learning Center Program within a secondary school. In addition to the items specified previously the Self-Q interview provides information about (1) individual beliefs and perceptions about the innovative program and (2) collective meaning among participants which seems to facilitate or inhibit the collaborative action required to deliver the Learning Center Program.
Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(10) Title: THE DEVELOPMENT AND VALIDATION OF AN OBSERVATION INSTRUMENT TO MEASURE TEACHER VERBAL IMMEDIACY BEHAVIORS
AT THE COLLEGE-LEVEL
Author: ROBBINS, SUZANNE MARIE
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 276
Advisor: NOLAN, JAMES F.

Research Problem: The purpose of this study was to develop a systematic observation instrument to measure teacher verbal immediacy behaviors and to acquire evidence as to whether the instrument developed, the VISITE, could be used in a reliable and valid manner.
The VISITE was utilized with instructors and coders from two universities in central Pennsylvania. Twelve categories were determined and defined. To accumulate evidence concerning reliability and validity of the data, the following investigations were conducted: (1) A generalizability study was undertaken to investigate the relative magnitude of the variance due to coders and the relative magnitude of the variance due to instructors' instability in behaviors. (2) A series of decision study scenarios were examined, and a generalizability coefficient and index of dependability we recalculated for each scenario. (3) Content relevance and representativeness was judged by a panel of experts. (4) A generalizability study was conducted to compare the relative magnitude of the observed variance attributable to differences between codes generated by the coders and those of a master coder, an indication of criterion-referenced agreement. (5) The VISITE data for each individual behavior was related to data produced by two other instruments--a learning loss scale and an immediacy scale, both based on student perceptions. Pearson's correlations were calculated to determine the relationships between the individual VISITE behaviors and the external criteria to add evidence concerning the criterion-related validity of the VISITE. (6) Construct validity evidence was gathered through investigations of the VISITE's trait validity and nomological validity, assessed through a Pearson's correlation of VISITE total scores with total scores from the immediacy scale. An ANOVA and post-hoc analyses were conducted to examine the rankings of the instructors obtained from the VISITE as compared to the rankings obtained from the learning loss scale. Evidence was found within the present study which supported the use of the VISITE as a reliable and valid instrument for its intended purpose. However, the sample size must be considered when interpreting findings, as the results should certainly be replicated with a much larger, more diverse, sample.
Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(11) Title: TEACHER INTENTIONS TO USE AND THEIR ACTUAL USE OF MICROCOMPUTER SCIENCE LABORATORY INTERFACE MATERIALS

IN SCIENCE INSTRUCTION: AN APPLICATION OF THE THEORY OF
PLANNED BEHAVIOR
Author: SMITH, BRUCE GORMAN
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 210
Advisor: SHRIGLEY, ROBERT L.

Research Problem: This study was successful in implementing the Theory of Planned Behavior as a means of predicting subsequent teacher behavior based on course-end measures of behavioral intention. The behavior investigated involved the implementation of microcomputer science laboratory interface (MSLI) course materials by participating teachers within eight weeks after completion of the course. Both quantitative and qualitative data collection procedures were employed. Data analyses procedures employed correlation comparisons as well as simple, multiple and stepwise regression. These analyses validated behavioral intention as a predictor of behavior, and identified the variables within behavioral intention most responsible for the behavioral intention scores.

Participants in the study consisted of 99 practicing Pennsylvania teachers from seven MSLI courses conducted across the Commonwealth during 1993-93. Three study instruments were employed: a 9-item Belief Survey, a 42-item Behavioral Intention Questionnaire, and a10-item Behavioral Checklist. In addition, nine teachers from the study population also participated in telephone interviews with the study investigator.

Data were collected in a stepwise, sequential manner. Initially, salient beliefs were collected from the intended audience concerning the advantages and disadvantages of using the materials, the social climate surrounding the decision to use the materials, and factors that could support or inhibit the use of the materials. These salient beliefs were used to develop the Behavioral Intention Questionnaire. This instrument, in turn, was used to collect data from participants concerning their behavioral intention and the predictor variables of attitude towards the behavior, subjective norm and perceived behavioral control. The final instrument, the behavioral checklist was administered eight weeks after the MSLI course ended to measure the level of use of the materials by teachers along a continuum scale from non-use through integrated use. Results of the study indicated that the behavioral intention scores were valid predictors of subsequent behavior ($r = 0.64$).Within the behavioral intention scores, the variables attitude toward the behavior and perceived behavioral control were significant predictors of behavioral intention. The social climate variable, subjective norm, was not found to be significant.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(12) Title: MUSIC EXPERIENCES IN THE ELEMENTARY CLASSROOM AS DIRECTED
AND REPORTED BY IN-SERVICE ELEMENTARY CLASSROOM TEACHERS (CLASSROOM MUSIC)
Author: MCCARTHY MALIN, SUE A.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: D.ED. pp.: 235
Advisor: THOMPSON, KEITH P.

Research Problem: The purpose of this study was to examine the music experiences provided by elementary classroom teachers who were recent graduates of a small university in rural Pennsylvania in order to provide an accurate description of their responsibilities and duties in leading music activities. In addition, data were collected from a comparison group of classroom teachers who graduated from other universities. Furthermore,

implications about the effectiveness of the music training offered by the designated university could be forthcoming.
Research questions were designed to investigate the: (a) function of music in the elementary classroom; (b) frequency and kinds of music experiences; (c) philosophy for music in the classroom; (d) interaction between the classroom teacher and the music specialist; (e) differences between grade levels, and (f) differences between the designated university graduates (ADU) and their teaching colleagues(TC).
An investigator designed questionnaire was the initial data collection tool in the pilot study as well as in the main study. Qualitative data resulted in written comments as well as telephone interviews. A total of 167 elementary classroom teachers completed the questionnaire. ADU subjects numbered 100, and TC subjects, 67. Statistical analysis computed means, standard deviations, two-sample-tests, and analysis of variance. Some of the findings were: (a) Music was used most frequently for special occasions and the least for music skill development; (b) over 70% of the teachers reported to use/teach music; (c) singing was used most frequently on a daily basis; (d) classroom teachers did not interact frequently with music specialists and lack of time was the most frequently cited for music's exclusion in the classroom; (e) it was statistically significant that lower grade teachers spent more time on music, taught singing, chanting, listening, moving, and creating, and established music learning goals more frequently than did upper grade teachers; and (f) between-Groups A-ADU and Group B-TC statistics were significant for function and planning of music. More studies limited to upper elementary classroom grades are needed. A re-examination of music requirements for the elementary classroom teacher is warranted with attention given to upper elementary needs. More collaborative efforts among music educators and general educators at all levels, are encouraged.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(13) Title: THE USE OF AUTHENTIC LITERATURE IN THE ELEMENTARY CLASSROOM (CHILDREN'S LITERATURE, INSTRUCTION)
Author: MOHLER, LINDA SUE
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 138
Advisor: FUEYO, JUDITH A.

Research Problem: This is a descriptive study regarding the ways elementary teachers use authentic literature in their classrooms. The study explored the characteristics of the participating teachers and their ability to use authentic literature in the classroom. The study also explored the methods of reading instruction used in the classrooms represented by this study and questioned the balance between basal activities and authentic literature activities used. Teachers were asked if they had sufficient time to engage in the use of authentic literature and if their students were given the time and opportunityt o choose their own reading material.
In order to answer these questions, the researcher devised and administered a survey to the elementary classroom teachers in theMifflin County School District. The responses were then coded and tallied. A follow-up interview was conducted for the purpose of discussing the survey responses in greater detail.
The teachers who completed the survey had consistent professional characteristics, including areas of professional development. Theywere not engaged in graduate reading courses nor were they readingprofessional reading journals. In addition, they were not attendingprofessional reading conferences. Even teachers who claimed to beusing authentic literature in their classrooms were spending largeblocks of time with basal reading instruction. Generally speaking,teachers were not using a wide range of activities with authenticliterature, and many stated that they did not have adequate time touse authentic literature. In addition,

many teachers did not understand the concept of sustained silent reading. Implications drawn from this study included the need for in-service in the use of authentic children's literature. Teacher esponses implied that they would be receptive to reading instruction using authentic literature if they knew how to chooses elections and how to implement the use of literature activities. A second suggestion for administrative concern was the exploration of ideas to implement professional development and to motivate its teachers to pursue continuing education. Finally, the district was encouraged to examine its basal reading program to determine whether or not it was used to the detriment of authentic literature instruction.
Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(14) Title: THE EFFECTS OF ADDING VISUALIZATION AND REHEARSAL
STRATEGIES TO ADVANCE ORGANIZERS ON FACILITATING LONG TERM
RETENTION
Author: RUTHKOSKY, KATHLEEN O'NEILL
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D pp.: 200
Advisor: DWYER, FRANCIS M. JR.

Research Problem: The present study investigated the premise that a learner's level of prior knowledge will impact the effectiveness of advance organizer strategies for assisting the learner in long term retention of information. Two hundred undergraduate students from an independent comprehensive college in Northeastern Pennsylvania served as the population for the study.
Subjects were initially tested for prior knowledge of human physiology. They were then randomly assigned to one of five treatment conditions: text only (control group), text with an analogous advance organizer, text with an analogous advance organizer that incorporated an overt rehearsal strategy, text with an illustrated analogous advance organizer, and text with an analogous advance organizer that incorporated an overt rehearsal strategy. .
An analysis of covariance with follow up single-degree of freedom contrasts was performed with a level of significance of.05. The analysis resulted in the retention of four of the hypotheses and rejection of one. Results of the study indicated that all five instructional strategies were equally effective in assisting learners with longterm retention of information. It was discovered that the type of visual used in this study may not enhance the ability of an analogous advance organizer to facilitate students' achievement of different educational objectives. Similarly, the incorporation of certain forms of overt rehearsal strategies with an analogous advance organizer mayhave a negative effect on learners' ability to accomplish different learning outcomes.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(15) Title: AN INVESTIGATION OF THE EFFECTS OF HIERARCHICAL CONCEPT
MAPPING AS A PREFATORY ORGANIZER ON FOURTH-GRADE STUDENTS' COMPREHENSION AND RETENTION OF EXPOSITORY PROSE
Author: WACHTER, LOUISE NOGA
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 220
Advisor: ASKOV, EUNICE N.

Research Problem: The main purpose of this study was to explore the effects of hierarchical concept maps in general on reading comprehension and retention of content area text, when used with intermediate-grade students prior to reading. This study also examined whether there were differential effects for type of concept map (complete orpartial) on reading ability level (proficient and less proficient readers). In order to answer these questions, 120 fourth-grade students were randomly assigned to one of three treatments: (a) a complete concept map group wherein participants merely studied the map before reading; (b) a partial concept map group in which participants received the same map, but with some information randomly deleted, and in which, after studying the map, they identified and filled in the missing information while they read; and (c) a no-map, read-only control group. All participants read the same social studies passage. Three posttest measures were employed: (a) immediate written free recall; (b) delayed written free recall; and (c) a delayed recognition (multiple choice) test. A factorial analysis of variance with repeated measures indicated statistically significant differences in favor of the concept map groups on the dependent variables. Both proficient and less proficient readers recalled a greater number of content units than control group participants, for both immediate and delayed free recall conditions. A separate analysis of variance on the delayed recognition measure revealed that proficient and less proficient readers, in the concept map treatments, answered more multiple choice questions correctly than control group participants. Additionally, analyses revealed no statistically significant differences between proficient and less proficient readers for type of concept map. Whether a complete or partial concept map prefaced text, proficient and less proficient readers performed similarly on the criterion variables. Hence, prefatory concept maps had an enhancing effect regardless of the type of concept map, the level of proficiency of the reader, and the type of reading comprehension measured.
Forms of Curriculum Inquiry employed in this dissertation: scientific

(16)Title: ATTITUDES OF EDUCATORS IN GATEWAYS SITES TOWARD INCLUSION OF CHILDREN WITH MODERATE OR SEVERE HANDICAPS IN REGULAR EDUCATION CLASSROOMS

Author: ECKMAN, RONALD EUGENE
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 192
Advisor: SHORT, EDMUND C.

Research Problem: The purpose of this study was to examine attitudes of public school staff toward the inclusion of children with moderate or severe handicaps in regular education classes. The focus was on schools in Pennsylvania operating GATEWAYS programs. These programs have evolved since 1988 and are a systems change initiative to facilitate inclusion.
The study was directed at describing what attitudes toward inclusion are and at eliciting reasons why attitudes are what they are. The object was to see if attitudes of educators in sites that have been operating for several years are different than attitudes of educators in sites that are newer.
Thirty schools across Pennsylvania participated in the Inclusion Survey and provided 543 individual responses. The survey was composed of nine statements representing a hierarchy from the greatest amountof inclusion to the least amount of inclusion. Educators were asked to select the one point that they deemed the most appropriate level of inclusion and to rate all nine statements from very strongly acceptable to very strongly unacceptable.

Two factor ANOVA showed significant differences in acceptance between elementary and secondary respondents. Elementary respondents were more accepting of inclusion. No consistent finding was found that would attribute acceptance to the amount of time a school was a GATEWAYS site. There were indicators that educators feel that the level of inclusion operating in their school is the best level regardless of whether that is 100% inclusion or mostly speciale ducation placement. Analysis describing the latitude of acceptance (those of the nine points on the survey rated acceptable by the group) indicated that factions within a group having different levels of acceptance could be identified. Those in favor of inclusion had wider latitudes of acceptance. Those opposed to inclusion had more narrow but stronger latitudes of acceptance. Procedures are recommended for conducting a site analysis of accepting and unaccepting attitudes by identifying the latitude of acceptance for the total group, identifying factions within the group, and analysing the effect of the factions on the total group.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(17) Title: VARIED INSTRUCTIONAL PRESENTATION SEQUENCES AS THEY AFFECT
STUDENT ACHIEVEMENT OF DIFFERENT EDUCATIONAL OBJECTIVES
Author: NOONEN, ANN MARIE
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 77
Advisor: PECK, KYLE

Research Problem: The purpose of this study was fourfold: (1) to determine the effectiveness of illustrations in computer instruction; (2) to examine the effect of the order of presentation of illustrations(text/picture vs. picture/text) on achievement; (3) to examine how illustrations are used by students; and (4) to determine the extent to which screen design affects student-selected strategies. A computer program was developed using HyperCard to present a lesson on the human heart and collect data concerning the amount of time individuals spent interacting with the lesson. Once subjects completed the computer-assisted lesson, they were given a four-parttest that evaluated four different educational objectives. The means obtained from the four-part dependent measure were analyzed by means of MANOVA. The strategies employed by subjects were identified and tallied. The mean number of choices among the four strategies were identified. A MANOVA was used to analyze the data. The results revealed: (1) The placement of text and/or visuals may not positively influence student achievement on different educational objectives. (2) When given a choice, students tended to select the choice on the left before the choice on the right. (3) Choice of review does not appear to be a critical factor that influences student achievement, because students may make minimal use of this option.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(18) Title: AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN
ATTRIBUTES OF UNIVERSITY/COLLEGE FACULTY AND THEIR ATTITUDE TOWARD, KNOWLEDGE ABOUT AND USE OF TECHNOLOGY
IN TEACHER EDUCATION PROGRAMS IN PENNSYLVANIA
Author: PASKO-LYONS, VERONICA J.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 213
Advisor: CARLSON, RANDAL D.

Research Problem: This survey study investigated the relationships between attributes of faculty members: gender, rank and prior experience, and the attitude toward, knowledge about and use of technology. Data were collected from 421 faculty members in teacher education from universities and colleges in Pennsylvania. The Teacher Educator Technology Survey was developed and used in the study. Multivariate analysis of variance (MANOVA) was used to analyze the data for the main and interaction effects of the independent variables of gender, rank and prior experience in education on the dependent variables: attitude toward, knowledge about and use of technology.

The MANOVA revealed no significant main effects or two-way interaction effects. It did reveal a significant effect (p $<$.05) for the three-way interaction. However, none of the univariatea nalyses of variances (ANOVA) on attitude toward, knowledge about or use of technology separately detected such differences due to interaction of gender by rank by prior experience.

The correlations among attitude toward, knowledge about and useof technology were reported significant at the .0001 level, thus providing empirical support for the theoretical hierarchy of technology needs. Analyses of additional data revealed that faculty members reported a definite tendency to rate accessibility to technology as helpful. Results indicated average accessibility to technology at the faculty members' universities. However, faculty members tended to report little or no formal training in many types of technology available at their institutions. A majority of respondents predicted that in the future technology would be indispensable to them personally as instructors in teacher education, and would help a great deal or be indispensable to the profession overall. The survey also elicited faculty members' assessment of the sources of their knowledge about technology. Results indicated that the majority of faculty members were self-taught or received informal help from others. Men tended to report greater percent of their knowledge as self-taught than did women. Women reported greater percent of knowledge as help from others than did men.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(19) Title: THE EFFECTS OF MENU DESIGN ON LEARNING STRATEGIES DURING CONCEPT LEARNING IN COMPUTER-AIDED INSTRUCTION
Author: BOLTON, JAMES WILLARD
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 158
Advisor: PECK, KYLE L.

Research Problem: This study investigated the degree to which the format of the menu presentation in computer-assisted instruction effects the learning strategies used by learners to acquire information during concept learning. The premise tested in this study was that when learners are given control of their learning in menu-driven computer-assisted instruction, the pattern with which they access knowledge is influenced by the structure of the menu.

The participants were 141 undergraduate elementary education students who used a computer-aided instruction lesson in conjunction with a class unit highlighting computers in the classroom and computer-aided instruction. The usage patterns the participants employed to access information were analyzed to determine the learning strategies of the participants. The usage patterns were analyzed in relation to the menu design presented and posttest performance. Three vertical menu design variations were used: (1) Deductive - See Definition, See Example, and See Non-Example, (2) Inductive 1 - See Example, See Non-Example, and See Definition, and (3) Inductive 2 - See Non-Example, See Example, and See Definition. The participants were categorized into three groups according to their learning strategy as

indicated by their access patterns. The three groups were Deductive, Inductive 1, and Inductive 2. A Deductive learning sequence was defined as any sequence in which the participant examined the definition first; an Inductive 1 sequence was defined as any sequence in which the participant examined an example first; and an Inductive 2 sequence was defined as any sequence in which the participant examined a nonexample first. Those participants generating a majority of deductive sequences were categorized as Deductive; those generating a majority of Inductive 1sequences were categorized as Inductive 1; and those generating a majority of Inductive 2 sequences were categorized as Inductive 2.

The results of this study indicated that menu design produced no statistically significant differences in the posttest scores of the participants; menu design does effect the learning strategy used by participants; menu design had no differential effect on the learning strategies employed by top and bottom students; and there exists asignificant difference in the number of examples accessed and nonexamples accessed, with examples being used much more frequently.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(20) Title: PARENTAL ATTITUDES TOWARD CHILDREARING: THE PUERTO RICAN FAMILY IN PERSPECTIVE

Author: COLON-RIVAS, JOSE F.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 205
Advisor: YAWKEY, THOMAS D.

Research Problem: The purpose of this investigation is to examine the child rearing attitudes of Puerto Rican parents living in the United States. More specifically, this investigation explores the concepts of Creativity, Frustration, Control, Play, and Teaching-Learning measured by the Parents-As-A-Teacher Inventory (Strom, 1984). Aspects of the home environment were also measured and included five different categories: Educational Level, Family Size, Gender of Parents, Annual Income, and Accessibility to the Child. Information was also obtained by seven different open and closed questions related to the individual parents' childrearing attitudes.

The data were obtained by administering the P-A-A-T Inventory to a sample of 90 Puerto Rican families living in Hartford, Connecticut, and having a child in either kindergarten, first or second grade. Children's ages ranged between six and eight years.

The results revealed that there is a significant relationship between Educational, Accessibility to the child, Family Income, Family Size and their attitudes toward childrearing as measured by the Parent-As-A-Teacher Inventory. Gender differences were not found to be statistically significant for the Creativity, Control, Frustration, Play and Teaching-Learning variables. A regression analysis revealed that the variables of Education Level, Family Income and Accessibility to the child accounts for a significant amount of variance with regard to parents' attitudes toward Control, Play and Teaching-Learning.

Form of Curriculum Inquiry employed in this dissertation: Scientific.

(21) Title: THE PERSPECTIVES OF PRESERVICE TEACHERS TOWARD COMPUTER TECHNOLOGY IN EDUCATION: THREE QUALITATIVE CASE STUDIES

Author: DRAZDOWSKI, THOMAS ANDREW
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp: 206
Advisor: DUPUIS, MARY M.

Research Problem: The purpose of the investigation was to describe and interpret, via three case studies, the perspectives of preservice teachers toward the use of computer technology in education while enrolled in a computers for educators course. Qualitative case study methodology based on the naturalistic paradigm was the mode of inquiry. Data were collected through participant observation, semistructured and key actor ethnographic interviews, and document analysis. Inductive data analysis based on the constant comparative method was used to interpret the data. To enhance the trustworthiness of the study, the researcher employed the techniques of triangulation, member checking, prolonged engagement, persistent observation, and peer examination. The researcher also maintained aref lexive journal and established an audit trail.

Each case study contained the following sections based on the research questions: (a) general background information on the respondent, (b) the respondent's early perspectives on computers, (c) the respondent's perspectives during the course and portrayal ofclass activities, (d) the respondent's perspectives on future computer use, (e) and interpretation of the case study data. The study also included a cross case interpretation of the data. The findings from the study suggest that present course offerings in computer use for educators present too narrow a technical focus--too much time is focused on learning about computers and not enough time is spent learning how to teach with computers--and do not question the broader educational and social implications of computer use. The researcher provided recommendations for practice, as well as hypotheses grounded in the data which could be tested in subsequent research investigations. Personal reflections on doing case study research were also discussed.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(22)Title: THE EFFECTS OF A STAFF DEVELOPMENT PROGRAM IN WRITING
PROCESS ON LEARNERS' WRITING SKILLS AND ATTITUDES TOWARD WRITING
Author: GORKA, DARLENE MARIE
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: D.Ed. pp.: 96
Advisor: BELL, PAUL E.

Research Problem: The purpose of this study was to determine the effects of a staff development program in writing process on (a) learners' quality of writing skills and (b) learners' attitudes toward writing.The investigator sought to determine whether differences in students'writing skills and attitudes toward writing exist between the learners of elementary classroom teachers trained in the Writing Process Staff Development Program and those learners of elementary classroom teachers not trained in Writing Process Staff Development Program within the same school system.

The sample consisted of 30 elementary classroom teachers randomly drawn from seven public elementary schools in the target school district, with 15 assigned to the treatment group and 15 to the no-treatment group. The treatment group participated in four three-hour staff-development sessions, scheduled within a two-week period. At the end of a five-month period, the treatment and no-treatment group teachers were directed to present an established prompt to their students for an in-class writing response. A randomly selected sample of 120 pieces was secured for analysis. A writing attitude scale was administered to the learners of all the participating teachers. The data analysis design was the Posttest-Only Control Group Design. A two-sample t-test for the differences between independent sample means was employed. The writing quality and attitude toward writing data were analyzed using the "MINITAB" software package. The analysis of data resulted in the following conclusions:

(1)The Writing Process Staff Development Program was effective in improving the quality of writing of a sample of intermediate level students, but showed a lack of a statistically significant effect onprimary level students. (2) The Writing Process Staff Development Program was effective in improving the students' attitudes toward writing at both the primary and intermediate levels.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(23) Title: DEVELOPMENT OF CONCEPTIONS IN BASIC ELECTRICITY: EXPLORATORY STUDY USING TEACHING EXPERIMENT METHODOLOGY(CONCEPTION DEVELOPMENT, CIRCUITRY)
Author: KATU, NGGANDI
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: PhD. pp.: 328
Advisor: LUNETTA, VINCENT N.; SIMON, MARTIN A.

Research Problem: A "teaching experiment" design was used to investigate in detail the development of electric circuit conceptions. Eight teaching-interview sessions with the teacher/researcher involved the student in hands-on activities with batteries, bulbs, wires, resistors, and with teaching aids such as schematic diagrams.
Analysis of the data revealed that the student had his own conceptions about simple electric circuits resulting from earlier experiences with electricity in his daily life and instruction inschool. Prior to the teaching interventions the student had held primitive and basic ideas about electricity based on his daily experience with electric bulbs at home and upon school instruction.The dissertation elaborates the nature of these ideas. During the teaching sessions the student rejected or changed several of his conceptions of electric circuits. The teaching interventions helped him develop generalizations about current, energy, potential difference, and resistance which he applied beyond observed situations. Some of his generalizations helped him to make valid and consistent predictions about events in series and in parallel circuits. The study also showed that teaching activities using batteries, bulbs, and resistors enabled the student to develop his observation skills, to test his existing ideas, and to develop new ideas and concepts resulting in some higher levels of thinking. At least three levels of thinking were identified: descriptions of observed phenomena, generalization beyond observed situations, and the development of explanatory models. The teaching experiment research focussed on the use of practical activities with electrical circuit materials and engaged the student in observing and in interpreting findings. It suggests exploration of the use of analogies and simulations as a medium for developing more scientific explanatory models. The study revealed the complexity of teaching for scientific understanding of electric circuit concepts. It revealed a network of interrelated electricity concepts. The research prompted a description of scientific understanding as a learning outcome that includes the abilities to apply explanatory models to explain interrelationships among concepts.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(24) Title: THE EFFECTS OF A DIVERSITY-FOCUSED CURRICULUM ON WHITE COLLEGE STUDENTS' RACIAL ATTITUDES (COLLEGE STUDENTS, AFRICAN-AMERICANS)
Author: MCCARTHY, JESSIANN DORTCH
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 158
Advisor: Cheatham, Harold E.

Research Problem: The purpose of this study was to collect base line data on the effects on White college students' racial attitudes as affected by participation in a diversity focused curriculum. It was reasoned that the data would be instructive for university officials planning intervention programs based on knowledge about their student's development and attitudes. Specifically, the study attempted to determine: (1) The attitudes of White college students toward African Americans. (2) The nature of the change that occurs in students'attitudes after taking a diversity focused course. (3) The influence that this knowledge could have on the design and implementation of future diversity courses.

A presentation of the research project was presented to the students enrolled in The Life of Martin Luther King, Jr., a diversity course that meets the university's diversity requirement. Four Whitestudents, who volunteered, were chosen to participate in the study. The students were interviewed three or four times throughout the semester, journal entries were collected, and observational data was gathered in the classroom. A content analysis method was used to analyze the data. Specific findings are categorized into five areas: (1) Social Distancing and Social Desegregation, (2) Political and Economic Equality, (3) Characteristic Perceptions, (4) Attitudes Towards Methods of Social Change, and (5) Course Evaluation. A comparative analysis was used to report the findings. The analyses indicated the following results: (1) The diversity course was a valuable educational and personal experience for the students. (2) The students' goals, the goals stated in the syllabi, and the goals of the professor were partially or fully accomplished. (3) The race of the professor may influence the students' attitudes. (4) Those students having positive attitudes in the areas studied did not reverse their attitudes while participating in the course. However, there were areas where the students' attitudes changed to those of greater acceptance. Included in the study are suggestions for further research asindicated by the findings.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(25) Title: AN ANALYSIS OF THE EDUCATIONAL IDEAS AND CAREER OF FLORENCE B. STRATEMEYER IN TEACHER EDUCATION AND CURRICULUM DESIGN (STRATEMEYER FLORENCE B.)
Author: NOLAN, GREGORY JAMES
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: D.Ed. pp.: 370
Advisor: SAXE, DAVID W.

Research Problem: The purpose of this dissertation was to analyze the career and scholarship of Florence B. Stratemeyer in the areas of teacher education and curriculum design. The analysis included her professional life, educational/curriculum proposals, and written scholarship.

The study was designed to find the unifying theme for Stratemeyer's thinking and actions in the fields of teacher education and curriculum; the part teachers and curriculum workers played in the development and articulation of the principles that formed the unifying theme; and the process that defined the nature and scope of the principles that guided teaching and curriculum development.

The findings suggested that guiding principles were the unifying theme that connected effective thinking with action in teacher education and curriculum design. Principles were formed in the learners' minds through a potent combination of generalized experience gained by confronting life's recurring situations andthrough rigorous scholarship in the disciplines. A situations curriculum enabled learners to form and reshape the principles that guided thinking and action when faced with similar situations and problems in the future. Stratemeyer perceived teachers and curriculum workers as both educational leaders and scholars. Their role was to lead learners through a learning spiral that required them to develop increased levels of

competence and maturity when confronting problems and situations associated with modern living. Scholarship within the disciplines and educational experimentation with increasingly complex situations and problems were the key to unlocking the intellectual power of the individual and society. The process that determined the nature and scope of the situations that formed and shaped the guiding principles was distinctly democraticand inherently social, which meant that the nature and scope of the recurring situations and problems faced by learners must be determined though a process of cooperative planning and learning. The study concluded that Florence B. Stratemeyer presented the world with a educational theory and curriculum design that truly prepared the individual to meet the ever-increasing and complex demands of modern living in a democratic society.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-theoretical-philosophical

(26) Title: THE STATUS OF THE ACCULTURATING PROCESS OF FOUR PUERTO RICAN EXTENDED MIGRANT FAMILIES IN YORK CITY, PENNSYLVANIA
(ACCULTURATION, EXTENDED FAMILIES)
Author: RAMOS, YOLANDA
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp: 152
Advisor: NELSON, MURRY

Research Problem: This study looks at the status of the acculturation process of four Puerto Rican migrant families in York, Pennsylvania, and describes the families' adjustment process and participation in the York community structure. The study examines the acculturationl evel by describing the families' development and behavioral variation that has been influenced by the surrounding physical, socio-cultural, education, economic and political factors. The goal of this research was to find out if there is a perceptual mismatch between service providers and Puerto Ricans in York, Pennsylvania regarding factors effecting the acculturation process of Puerto Ricans, and how this process is affected by the readiness of the service providers who serve the Puerto Rican community.

The sample of this study consisted of four Puerto Rican migrant families who were recent arrivals to the York area. Data evaluation procedures included taped and written interviews, field observations, journal entries, and written records gathered with the families, children in school, relatives and friends, community members and institutions. The conclusions of this study are based on the analysis of the findings related to the family situation of four Puerto Rican families in terms of their acculturating process to the community of York, Pennsylvania, as observed in the home, school and community environments. The focal conclusion of this study points out that there is a discrepancy between the perception of service providers about the motives for migration and the community-adaptation process of Puerto Rican families in York and the realities of the Puerto Rican families in this study. The dominant community is looking at the Puerto Rican community through a microscope that only reveals the realities of Puerto Ricans in an environment with limited resources that influence and modify their performance as new members of the York community. The analysis of this research points out that community agencies and institutions, including the York City School District, should play a more important role in the improvement of the economic situation ofthe Puerto Rican families in this study. The findings of this study point out that community institutions, including the school district, are not fulfilling the needs of recently arrived Puerto Rican children and families because they fail to implement a systematic procedure for identifying educational and socio/cultural needs, and to work with this population during the first stages of the acculturation process. Guidelines for the development and implementation of appropriate educational programs for Puerto Rican limited English proficient students, and

effectivesocio/educational services for Puerto Rican families in this community are recommended.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic

(27) Title: AN ANALYSIS OF JOB COMPETENCIES AND TRAINING ACTIVITIES IN
PENNSYLVANIA'S SAW AND PLANING MILL INDUSTRY
Author: SPOERKE, GLENN R.
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 157
Advisor: MORTENSEN, JAMES H.; YODER, EDGAR P.

Research Problem: The primary purpose of this study was to identify and validate competencies required of occupations in Pennsylvania's sawing and planing industry. A second purpose was to determine the availability of training activities to employees in this industry. Questionnaires were developed and hand delivered to a stratified, clustered random sample of 88 saw and planing mill businesses in Pennsylvania. The businesses were stratified into three types based on the total number of employees: small--$\le$9; medium--10 to 19; large--$\ge$20. A 36% response rate was experienced.
Competency lists consisting of specific job task, general and basic knowledge, and attitude statements were identified for 30 occupational titles. The competencies in each section are identifiedin descending order based on the percentage of respondents performing them and the average relative time spent on each statement. Overall, attitude statements showed the highest ratings among all competency groups with ranges of 81 to 94 for percent performing and 4.1 to 4.7 for average time spent using the statement. A value of 4.1 corresponds to a qualitative interpretation of "often," whereas avalue of 4.7 corresponds to a qualitative interpretation of "very often." Responses were studied to determine if relationships existed between the variable business size and the variables, task variability and job titles present. The analyses indicated that there were no significant relationships between task variability or job titles and business size. Percentage values of the availability of on-the-job training (OJT) were 76% or higher for all business sizes. Other training activities were generally perceived as unavailable to the respondents surveyed. No significant relationship was identified between OJT availability and business size. An analysis of participation in training activities showed participation in OJT was very high with over 90% of all respondents participating, and no significant relationship was found between participation in OJT and business size. An inspection of the information collected about education level and participation in training activities showed that in the population sampled, those with a lower education level had greater participation in training activities than did those with higher levels of education.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(28) Title: THE NEEDS OF TRAINED BILINGUAL PERSONNEL IN THE COMMONWEALTH OF PENNSYLVANIA (BILINGUAL TEACHERS)
Author: MELECIO, RAY NOREN
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp: 174
Advisor: TRUEBLOOD, CECIL R. TRAINING (0530)

Research Problem: The purpose of this study was to ascertain the perceived

training needs that currently exist among a selected sample of teachers who serve limited English proficient (LEP) children in Pennsylvania. The review of the literature indicates that none of the studies in bilingual/ESL education in Pennsylvania had a sample composed only of teachers. The Discrepancy Model by Malcolm Provus (1971) was utilized in this study.
A 37-scoring-item questionnaire, the Educational Needs of Language Minority Children in Pennsylvania, was developed for this study. There were two scales in the questionnaire: "Presently Exists" (PE) and "Should Exist" (SE). The discrepancy between PE and SE was used to define "need." The questionnaire was administered to a purposive sample of 67 teachers who work with LEP children in southeastern Pennsylvania. One null hypothesis with six subhypotheses was tested. The subhypotheses were related to the areas of state involvement in bilingual programs, state recommended instruments to assess LEP children, specialized technical assistance to districts, bilingual/ESL certification, accountability and state funding for bilingual/ESL programs, and preservice and in-service training ofbilingual/ESL teachers. The mean discrepancy scores for all scales were negative. A Tukey follow-up determined that there were statistically significant differences among the experience groups for three of the subscales: state involvement, specialized technical assistance and state fundingand accountability. The responses suggest that all teachers, regardless of experience, perceived a need for all the subscales of thequestionnaire. Teachers with 11 years or more of experience perceived a stronger need when compared to the rest of the sample. Guidelines endorsed by the Secretary of Education that define outcome-based objectives for LEP children were recommended. Other recommendations included administration of the test to regular teachers and parents, increase of bilingual education staff at the Department of Education (DE) to provide more technical assistance to local districts, incentives such as loan forgiveness and scholarships to attract more bilingual/bicultural persons to teaching, and a more active role of DE and IHE's in providing local districts with adequate personnel and training.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(29) Title: MENTOR TEACHERS ON THEIR WORK
Author: CHAVEZ-WILSON, LINDA LOUISE
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: D.Ed. pp.: 251
Advisor: WILLOWER, DONALD J.

Research Problem: The problem central to this study was this: What are the perceptions and feelings that mentor teachers have about their work? More specifically, what are the problems and stresses facing mentor teachers, work responsibilities they like and dislike, and the most and least important aspects of their work? Another line of inquiry concentrated on their future career plans, an assessment of their personal strengths and weaknesses as a mentor, "rules of thumb" guiding their work, and their views regarding the personal characteristics and professional competencies needed in order to be asuccessful mentor teacher. In addition, questions addressed mentor teachers' perceptions of their relationships with mentees and the overall reactions of principals and teachers toward them and thementor program itself. Twenty-five elementary and 25 secondary mentor teachers representing 22 school districts in the south central Pennsylvania area were interviewed using a structured interview schedule consisting of 29 questions. Interviews were conducted over the telephone. The data gathered utilizing the interview schedule were classified according to the wording of the mentor teachers' responses. Two or more similar responses constituted a category. Unique responses were listed separately under the category of "other." Mentor teachers were inclined to accent the positive when discussing their mentoring work. They characterized the mentor relationship as serving two major functions. The two functions dealt with the sharing of competence and wisdom in the practice of teaching and the provision of emotional support to their mentees. However, they did cite negative aspects of their positions

related to the marginality that they encountered within the school organization. The components of this marginality included insufficient administrativesupport of the mentor program and the mentor teacher, limited formaltraining for mentoring, and lack of time provisions for theperformance of mentor functions.
Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(30) Title: THE EFFECT OF SELECTED TESTING SEQUENCES AND GAMING
METHODS ON DELAYED RETENTION, USING SELF-PACED PROGRAMMED INSTRUCTION, AND EVALUATION FOR DIFFERENT
INSTRUCTIONALOBJECTIVES
Author: GULICK, EMIL JOHN
School: THE PENNSYLVANIA STATE UNIVERSITY
Degree: Ph.D. pp.: 164
Advisor: JOHNSON, DONALD W.; DWYER, FRANCIS M.

Research Problem: The purpose of this study was to investigate whether or not a practice test placed before an instructional game (or placebo game) was significantly different from a practice test placed after an instructional game (or placebo game), with respect to 2 week delayed retention for different instructional objectives (drawing, identification, terminology, comprehension, and composite test score). In addition, survey data were used to determine whether or not student perceptions of the value of different types of rehearsal methods were valid indicators of their instructional effectiveness and motivational capabilities.
This study utilized a posttest-only control group design, with 96 subjects being randomized into four treatment groups during the first session. All subjects received a self-paced programmed instruction booklet on the human heart, its parts, and its functions. Subjects also received either an experimental treatment (practice test and instructional game sequence) or a control treatment (practice test and placebo game sequence). A total of 87 subjects were in attendance for the second session, 2 weeks later. All treatment groups were administered a delayed posttest simultaneously, in addition to a brief questionnaire. The delayed posttest was identical to the practice test.
Using two-way ANOVA, no statistical significance was found at the .05 level, with respect to main effects or interactions for the different criterion measures. All rehearsal methods were found to be equally effective in facilitating delayed retention, helping students retain almost 50 percent of the heart content after 2 weeks. This finding is noteworthy, given the limited exposure students had with the subject matter. Delayed retention may be attributed to the motivational qualities of the rehearsal combinations employed (combining a practice test with a game), warranting further investigation in this area. Nonetheless, students preferred to receive the practice test after receiving the instructional heart game, considering such a rehearsal combination to be the most effective and the most motivational. The validity of these student preferences could not be upheld, however, due to the lack of statistically significant differences between the rehearsal methods employed.
Forms of Curriculum Inquiry employed in this dissertation: scientific.

(9) PURDUE UNIVERSITY
Public coed university

Purdue University is a public university that was made possible by the Morrill Act, signed by President Lincoln on July 2, 1862. In appreciation of John Purdue's donation to establish a new university, the legislators named the institution Purdue University. The first regular classes began September 16, 1874, and the first degree was awarded in June 1875.

Purdue enrolls approximately 36,000 undergraduate and graduate students at its main campus in West Lafayette and approximately 23,500 at its campuses in Hammond, Fort Wayne, Westville, Indianapolis, and at Statewide Technology sites. The West Lafayette Campus of Purdue University has a full-time faculty of almost 2,100 men and women who teach and engage in scholarly activities and research within more than 143 principal buildings located on 650 acres. Instructional work is organized in the schools of Agriculture, Consumer and Family Sciences, education, Engineering, Health Sciences, Liberal Arts, management, Nursing, Pharmacy and Pharmacal Sciences, Science, Technology, and Veterinary Medicine. The West Lafayette Campus of Purdue University is located across the Wabash River from Lafayette. The Greater Lafayette area is easily accessible, whether traveling by land or air. It is 65 miles northwest of Indianapolis, the state capital, and 126 miles southeast of Chicago. The west Lafayette Campus offers a wide variety of cultural and recreational opportunities for graduate students and their families.

Purdue university is a member of the Association of American Universities and the Council of Graduate Schools in the United States. This institution is a participant in the Traveling Scholar Program for graduate students enrolled in any Committee on Institutional Cooperation (CIC) institution. The participating institutions are the Big ten universities plus the university of Chicago, the University of Illinois in Chicago, and the university of Wisconsin at Milwaukee. This program enables a graduate student studying toward a Ph.D. degree to travel to another of the member institutions for up to two semesters of 3 quarters of study to take advantage of resources available on another campus but not available on his or her campus, including special course offerings, research opportunities, unique laboratories, library collections, etc.

The Graduate School: Unique Features

1. Enrollment: 40,939 Graduate, Professional and Undergraduate students.

2. Students Groups: 4,500 full-time matriculated graduate/professional students (1,533 women), 1,465 part-time matriculated graduate/professional students (614 women). Education students: 184 full time matriculated students (136 women), 237 part-time (153 women); includes 29 minority (10 African-Americans, 9 Asian-Americans, 8 Hispanics, 2 Native Americans), 39 internationals. Graduate Faculty: 1,690; includes 171 minority (24 African-Americans, 127 Asian-Americans, 17 Hispanics, 3 Native Americans).

3. Tuition: $ 2696 per year full-tine, $ 96 per credit hour part-time for state residents; $8848 per year full-time, $291 per credit hour part-time for nonresidents.

4. Programs: are provided through the following Schools: Agriculture, Consumer and Family Sciences, Education, Liberal Arts, Management, Science, Technology, Veterinary, Pharmacy, Nursing, and Health Sciences, Engineering.

5. Degrees offered: Ph.D., D.Ed, Master's Degrees and Educational Specialist.

6. Requirements for Admission: It will be expected to hold baccalaureate degrees from colleges or universities of recognized standing with a B or better average (and a minimal score of 550 on the TOEFL for all international applicants whose native language is not English); all degree-seeking applicants are encouraged to take the Graduate Record Examination (GRE). All degree-seeking graduate students are required to demonstrate acceptable proficiency in written English before filing a plan of study. Native English speakers should show good grades in undergraduate courses, the Test of Written English (TWE), the GRE, the Graduate Management Admission Test (GMAT), or satisfactory grade in English 059; students whose native language is not English should show good scores in the TWE, GRE, GMAT, or satisfactory grade in English 009 or English 002.

   Contact: Graduate Studies Office
   Graduate Shoal
   Purdue University
   West Lafayette, Indiana 47907

7. Requirements for Graduation: For a Master's Degree at least 30 total credit hours are required; the plan of study shall be appropriate to meet the needs of the student in his or her chosen field, as determined by the advisory committee and approved by the head of the graduate program, the school dean, and the graduate school dean.; there are two options: nonthesis master's degree and thesis master degree. Educational Specialist Degree is awarded upon completion of an organized, sixth year program in approved departmental areas primarily related to Indiana certification requirements. At present, programs are available for those working toward certification as curriculum supervisor, director of guidance, reading specialist, and school superintendent. The program consists of a minimum of 30 hours of graduate preparation in addition to the 30 credit hours earned in a typical master's degree. For a Doctoral Degree at least 90 credits are required. The degree of Doctor of Philosophy (Ph.D) is the highest earned degree conferred by Purdue University, and is awarded only to those who have demonstrated superior ability in a recognized academic discipline. Each prospective candidate for a Ph.D degree, with the approval of the head of his or her graduate program, shall select a major professor who will act as the chair of the advisory committee and who will direct the research; a plan of study should be prepared by the student and the advisory committee which must be approved by the head of the graduate program, the school dean, and the Graduate School dean; qualifying examinations are required in some departments; preliminary examinations are required after the student has completed most of the formal study to the satisfaction of the advisory committee and met the language requirement(s), if any (each department determines requirements of competency in any foreign language); the candidate must prepare a thesis showing a contribution of sufficient importance to merit publication; and after the dissertation has been written, the candidate shall be given a final examination.
   A graduate student normally will register for no more than 18 credit hours per semester.

8. Doctoral degrees awarded in 1993-94: 720 doctorates awarded.

9. Student Services: Rooms and/or apartments available to single students at an average cost of $2825 per year, available to married students (1302 units) at an average cost of $3950 per year; free psychological counseling; career counseling; emergency short-term loans, campus safety programs, campus employment opportunities, counseling/support services for international students, accident insurance, prepaid outpatient clinic services.

10. Financial Aid: Fellowships and Traineeships, graduate appointments, graduate assistantships, graduate instructorships, graduate counselorships, Purdue Doctoral

Fellowships, Purdue Black and Other ethnic Minorities Doctoral Fellowships, Purdue Minority Student Master's Fellowships, exemptions from university fees and tuition.

11. Research Facilities: Main library plus 15 additional on campus libraries. Total holdings of 1,9 million volumes; 1,8 million microforms; 16,500 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: CDC CYBER 205, IBM 3090-180E, personal computers on campus linked to Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: information non-available. Faculty 35 full-time (12 women) 3 part-time (all women).

2. Name of the Unit : School of Education, Department of Curriculum and Instruction.

3. Department Head: Dr. W.C. Kyle, Head
Faculty contact: Dr. James L. Barth (Ph.D, specialty: Foundations of Social Studies, 33 years teaching curriculum research)
Dr. Lynn Powers, Coordinator of Graduate Studies.
Curriculum and Instruction Department
Purdue University
West Lafayette, Indiana 47907
Phones: 317-494-9172 or 2346.

4. Name of Program that focuses on Curriculum: Curriculum and Instruction; Social Studies Education. Offerings include curriculum theory (M.S, D.Ed, Ph.D), instructional development (M.S, D.Ed, Ph.D, Ed.S).

5. Requirements: Entrance: In addition to the general admission regulations and other prerequisites of the University and of the Graduate School for entrance into graduate courses and degree programs, the school has special prerequisites for some of its offerings. These special prerequisites depend upon the particular course or degree program in which the student is interested (curriculum and instruction, administration, psychology), however, entrance requirements for doctorate is GRE general test (minimum score 0f 500 on each section required). TOEFL minimum score of 550 required; for Ed. s, minimum B average. Degree requirements: for doctorate, dissertation, oral and written exams; for Ed.s, project, oral presentation.

6. Doctoral Degrees granted in 1993-94: 21 doctorates in Curriculum Studies (Curriculum and Instruction).

7. Primary Goals of the Graduate Programs in Curriculum are: to expose teachers, researchers, and other educational personnel to different activities and training assignments according to their needs and professional aspirations.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and students in professional groups.

9. Unique strengths of the Graduate Program in Curriculum Studies: Curriculum (interdisciplinary and personalized program and Research Development); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, research (emphasis on inquiry) students (placement and selection procedures), and environment (resources, academic life and libraries).

10. Faculty research: contacted faculty involved in historical and philosophical kind of curriculum research. Problems being researched: "The nature of the Social Studies" (historical and Philosophical work) and an international study "Teaching About World War II in the Pacific (U.S., Japan, Korea), by Dr. James L. Barth (more than 15 years doing curriculum research focused in historical, theoretical, integrative/review/synthesis, among others).

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Graduate students are expected to take advance courses in research methodology which include diverse forms of curriculum inquiry such as (EDCI 607) Implications of Research and Theory for Problems in Elementary Schools; (EDCI 615) Qualitative Research Methods in Education, (EDCI 616), Advanced Qualitative Research Methods in Education, (EDCI 647) Research Methods and Techniques in Vocational Education, and graduate courses in statistics. Each program of study, particularly for the Ph.D degree, is to a large extent designed by the student and appropriate faculty members to meet the needs and objectives of the student.

2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take an overview course on different types of research (which emphasizes development and utilization of research skills in the solution of problems identified by individual students); and to take courses on qualitative research methods in education which focuses on expanding graduate students' research skills to include knowledge of the theories and methods associated with qualitative and qualitative-quantitative combined research including theories, methods, analysis, interpretation and presentation of results. Faculty recommends their graduate students take a specific research methods courses (minimum 12 hours in research courses); initiate graduate students into his/her research methods while he/she is engaged in a specific kind of research; put students in an overview course on different types of research methods; ask students to enroll in a research methods course with only students in their own program; and ask students to enroll in a research methods course that includes students from many different programs.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations in Purdue University.
January, 1993 - June, 1994

(1) Title: COURSEWARE PROJECTS IN ADVANCED EDUCATIONAL COMPUTING ENVIRONMENTS (ADVANCED COMPUTING ENVIRONMENTS)
Author: HOPPER, MARY ELIZABETH
School: PURDUE UNIVERSITY
Degree: PHD Date: 1993 pp: 203
Advisor: LAWLER, ROBERT

Research Problem: This study explored how issues from older educational computing projects became intertwined with new problems duringcourseware projects in advanced computing environments. The followingprojects were the focus of this study: (1) Engineering SpecificCareer-Planning and Problem-Solving Environment, Educational Researchand Information Systems, Purdue University; (2) Context 32, Institutefor Research in Information and Scholarship, Brown University; (3)TODOR and Mechanics 2.01 Problem Set Solutions, Athena, MassachusettsInstitute of Technology; (4) The Physical Geology Tutor, Center forEducational Computing Initiatives, Massachusetts Institute ofTechnology.
Interviews with 19 key participants and information from majordocuments were used to construct a model describing the relationshipsbetween educational goals, technical characteristics, andorganizational structures. Successful projects began with goals forproviding both improved representations of the discipline andincreased learner involvement. Critical technical characteristics ofsoftware included appropriate functionality, usability forinteraction and creation, and adaptability for availability or thechange inherent in distributed computing environments. The coursewarethat was created consisted of complex learning environments thatrequired regular use and maintenance to survive. The authors whodeveloped the learning environments needed to maintain them andacquire the resources upon which regular delivery depended. Threedifferent organizational structures were found which provided for thecontinuation of informational, technical, human, and financialresources. Within these organizational structures, learners sometimesbecame authors, while authors became the managers of ongoing"knowledge ecologies" where major educational, technical andorganizational factors needed to be continuously balanced. Futurecourseware projects should be viewed as experiments in knowledgeecology and be treated as opportunities to further define theframework of concepts developed through this study.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(2) Title: FAR TRANSFER PROBLEM-SOLVING IN A NONLINEAR COMPUTER ENVIRONMENT: THE ROLE OF SELF-REGULATED LEARNING PROCESSES (HYPERMEDIA, CAI)
Author: LIN, XIAODONG
School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 179
Advisor: LEHMAN, JAMES D.; NEWBY, TIMOTHY J.

Research Problem: Much of the problem solving research in the past decades has focused on self-regulation, especially its metacognitivecomponent. The heart of self-regulation is developing the awarenessand capacity for effective planning, monitoring,

active reflecting,evaluating and modifying one's own learning processes, which areregarded as metacognitive processes.
This study attempted to show that positive solution transfereffects frequently found in solving puzzle problems can also besuccessfully implemented in domain rich problem-solving, likebiology, via a hypermedia system. It was presumed that askingstudents to explain and probe into their own learning processes wouldinvoke reflective processes comparable to the metacognitive processesof monitoring, evaluating and modifying of one's own learningprocesses. A pretest-posttest control group design with randomassignment, together with qualitative data collection and analysis,was used to implement the experiment. Four treatment groups were used(groups received metacognitive cues; cognitive cues,affective-awareness cues, and the control group received no cues). Measures of dependent variables (near/far transfer tests) andpredictive variables (Self-regulated Learning Inventory,Self-Reflective Awareness Scale and the State Epistemic CuriosityScales) were administered to 88 college elementary educationalmajors. 12 students from each group were randomly selected for posttask interviews. Results showed that subjects in the metacognitive group performedsignificantly better on far transfer tasks than all other groups.Focusing on the problem aspects or affective-awareness was of nosignificant benefit. No significant correlations were found betweenthe performance on near/far transfer problem solving and on themeasures of predictive variables. The qualitative analysis indicatedthat metacognitive questions made students focus more on the processlevel of information and enabled students to attend to informationregarding the ways in which the problem was solved, which in turn,improved far transfer of problem solving. These findings suggest that: (1) experiencing metacognitiveprocesses in biology learning can lead students to successful fartransfer problem solving; (2) such effects can be implemented in ahypermedia system; (3) the cognitive, metacognitive and motivationalaspects of learners are critical for instructional technologists tobe aware of and to take into consideration while using technology foreducational purposes.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(3) Title: THE EFFECTS OF CONFIDENCE BUILDING STRATEGIES ON LEARNER MOTIVATION AND ACHIEVEMENT
Author: MOLLER, LESLIE ALAN
School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 114
Advisor: RUSSELL, JAMES

Research Problem: The premise of this study is that external conditions can be constructed to facilitate and increase learner confidence andachievement. The external conditions examined in this study were theconfidence building strategies proposed by John Keller in his ARCSmodel.
This study tested the ARCS confidence building strategies with 66graduate and undergraduate college students using printed,self-instructional materials.
The data indicated no significant effects arising from thetreatment. It is hypothesized that the confidence building strategiesunder study did not produce the anticipated results because thelength of treatment was too short to have a measurable effect.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(4) Title: COOPERATIVE LEARNING: DIFFERENCES BETWEEN GROUP AND INDIVIDUAL PROCESSES OF CONSTRUCTION OF THE CONCEPT OF INVERSE FUNCTION (GROUP PROCESSES)
Author: VIDAKOVIC, DRAGA
School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 131
Advisor: DUBINSKY, ED

Research Problem: This study was conducted with five individual students and five groups of students who were assigned to work together in thefirst course of the experimental Calculus classes at PurdueUniversity during the Fall of 1992. The study investigated thedifferences between group and individual mental constructions of theconcept of inverse function.

Based on the researcher's understanding of the concept, thegeneral theory, and the observation of students, a description of aconstruction processes for the developing schema (geneticdecomposition) of the inverse function was obtained. After dataanalysis, it was concluded that there was no difference betweengenetic decomposition of the concept for the groups and forindividuals, but there was a difference between the processesinvolved in learning the concept. Four main characteristics(disequilibrium, diversity of approaches, building mathematicallanguage, taking different roles) were found to differentiate thestudy groups from the individual mode of problem-solving. An instructional treatment was developed on the basis of thegenetic decomposition for the concept of inverse function. Itconsists of computer activities designed to stimulate the students togo through the steps of cognitive constructions for developing theschema of inverse function. Based on the results of the study the useof groups is recommended in implementing the instructional treatment.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(5) Title: COACHED ELABORATIONS: HELPING STUDENTS WITH LEARNING DISABILITIES USE REASONING TO REMEMBER
Author: SULLIVAN, G. SHARON
School: PURDUE UNIVERSITY Degree: PHD Date: 1993 pp: 288
Advisor: MASTROPIERI, MARGO A.

Research Problem: This study investigated whether: (a) 4th and 5th grade students with learning disabilities would utilize coachedelaborations to facilitate immediate recall and delayed retention oftarget and related elaborative information, and (b) coachedelaborations were more effective than provided elaborations andno-elaboration control conditions. Sixty-three students with learningdisabilities were taught new information about 15 animals. Studentswere randomly assigned to three conditions, coached elaborations,provided elaborations, and no-elaboration control. Followingindividual instruction students were given immediate and one-weekdelayed tests of recall of target information and production ofelaborations. On immediate and delayed recall of target information,students in coached elaborations scored 82% and 69% correctrespectively. On immediate and delayed production of elaborations,coached elaboration students scored 90.5% and 76% correctelaborations respectively. Students in coached elaborationsoutperformed those in provided elaborations who outperformed studentsin the no-elaboration control condition. Statistically significantdifferences were found among all conditions on all immediate anddelayed tests of recall of target information and elaborations, withthe exception of the delayed test of elaborations. On tests ofdelayed production of elaborations, the differences between thecoached elaboration and provided elaboration conditions failed toreach statistical significance. Supplemental analyses of coachinginteractions showed that coached elaboration students required someform of coaching to generate elaborations 75.5% of the time. Theseresults suggest that students with learning disabilities are able tocreate appropriate and facilitative elaborations with coaching.Furthermore, these coached elaborations strongly enhance memory ofboth target information and the related elaborations.

Forms of Curriculum Inquiry employed in this Dissertation:

(6) Title: AN EXAMINATION OF HOW ELEMENTARY ADMINISTRATORS HELP TEACHERS CHANGE THEIR BELIEFS ABOUT TEACHING MATHEMATICS AND GUIDE THE PROCESS OF REFORM (TEACHER BELIEFS, BELIEF CHANGES, CHANGE PROCESS)
Author: FOLEY, JANE DEBORAH
School: PURDUE UNIVERSITY Degree: PHD Date: 1992 pp: 252
Advisor: MCINERNEY, WILLIAM

Research Problem: The purpose of this study was to determine how elementary principals work with teachers to help them change their traditionalbeliefs about teaching mathematics and to examine the process ofchange in elementary schools. A review of the literature oneducational change indicated that there was a need for research to:(1) go beyond presenting the characteristics of effective schools andaddress how schools become effective; (2) delineate specificprincipal interventions during the process of change; and (3)determine the influence of principals in specific subject matter.
The study proceeded in two separate phases: (1) an initial closedand open-ended questionnaire was employed in thirty-six selectIndiana elementary schools that had conducted collaborativeexaminations of their mathematics programs; and (2) case studies thatprovided a closer examination of two exemplary elementary schools andcited specific behaviors and practices that are present in effectivechange processes. Two particular strengths of the study are: (1) a 90%questionnaire return rate combined with descriptive case studyinformation which should provide a great deal of confidence that thedata gathered is representative of schools participating in effectivechange efforts; and (2) specific principal behaviors that have apositive influence on change as seen from the perspectives ofprincipals and classroom teachers. Results of the study indicate that traditional teachers willchange their teaching methods and beliefs if they are empowered tomake the decisions that will impact their classrooms and if they are provided with the appropriate staff development to prepare them forchange. When collaborative planning structures that utilize asimultaneously top-down/bottom-up approach to educational change areimplemented, genuine school reform can be accomplished. It was foundthat principals participate in specific instructional subject areas.Teachers appreciate the close involvement of principals in classroominstruction and welcome their advice on determining the direction ofcurriculum. The study provides specific strategies for success concerningprincipals' roles in the change process, the process of change,teachers' roles in the change process, and contextual factors thathave a positive effect on the process of change. A conceptualframework and interaction matrix form the foundation which propose amodel for successful change.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(7) Title: INVESTIGATION OF A HOME/SCHOOL COMPUTER PROJECT AND READING, LANGUAGE, AND MATHEMATICS ACHIEVEMENT (CAI, READING ACHIEVEMENT, LANGUAGE ACHIEVEMENT)
Author: MILLER, MARK D.
School: PURDUE UNIVERSITY Degree: PHD Date: 1992 pp: 154
Advisor: MCINERNEY, WILLIAM

Research Problem: This study investigated a home/school computer project and

its effects on reading, language, and mathematics achievement forstudents both after one year and two years in the project. Onehundred forty-two (142) fourth and fifth grade students at thetreatment school received a computer, printer, and telecommunicationsfor their homes to be used for learning activities. One hundredforty-seven (147) fourth and fifth grade students at a differentschool in the same district served as the comparison group. The data for this study were collected from the use of theCalifornia Achievement Test and the Comprehensive Test of BasicSkills, 4th edition. The dependent variables were the change in scalescores from the pretest to the posttest. The independent variable ofinterest was the presence or absence of the learning activitiesassociated with the computer project. Classification variables ofinterest were sex, academic aptitude, SES, the year(s) of theproject, and the amount of time involved in the study. A repeatedmeasures design was used with the pretest and posttest scores servingas the within factors. The variables of school, gender, academicaptitude, socioeconomic status, and the year(s) of the project wereused as between factors. The findings of this research indicated that: (1) There was noeffect on achievement after one year in the project. (2) There was noeffect on achievement after two years in the project. (3) There wasno effect on achievement with relation to gender. (4) There was noeffect on achievement with relation to academic aptitude. (5) Therewas no effect on achievement with relation to socioeconomic status.(6) There was no effect on achievement with relation to year(s) ofthe project. These results suggest that educators should enter home/schoolcomputer projects with caution. Such projects should not be initiatedwith the sole intent to improve learning. The evidence indicates thatthey do not make a difference in raising test scores. Due to theinfancy of the home/school computing concept, additional research isneeded on this topic.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(8) Title: COMPUTER ANXIETY AND THE COMPUTERIZED WRITING CLASSROOM: A QUALITATIVE AND QUANTITATIVE STUDY
Author: GOS, MICHAEL WALTER
School: PURDUE UNIVERSITY Degree: PHD Date: 1992 pp: 200
Advisor: EVANS, WILLIAM

Research Problem: Beginning in the mid-1980s, there has been a move toward using computers in writing classrooms at all levels. While thereviews of their effectiveness are mixed, computers continue to playa larger role in the teaching of composition as time goes on,possibly because today, and in the foreseeable future, computers arethe way we write at work.

Traditionally, students have been excluded from literacy, andhence, empowerment, because of economics and social class. But today,with the predominance of computerized writing, both in the classroomand at work, we are finding a new exclusionary factor issurfacing--computer anxiety.

This study, structured in two phases, looks at computer anxietyin the composition classroom in an effort to find ways to deal withthe problem so students can succeed at computerized writing. Phaseone consisted of a multiple case study of two computer anxiousstudents and preliminary quantitative studies of six other computeranxious students. Phase two examined 185 subjects with respect toprior experience and eight computer anxious subjects on variouspersonality traits.

Findings show that computer anxiety is strongly correlated notwith experience, but rather with the pleasantness or unpleasantnessof prior experience ($r = .75954$). Subjects in the study who had noprevious experience with computers also were without anxiety.Further, computer anxiety may actually be programming anxiety indisguise.

Students who were computer anxious often talked about badprogramming experiences as the genesis of their problem.
Students who did prior planning, and were adventuresome and/orself-reliant had a better chance of overcoming computer anxiety thandid their less adventuresome and self-reliant counterparts.
Task avoidance, composing with pen and paper, and editing onscreen may all predispose the computer anxious student to failure inovercoming the problem.
The results of this study suggest that instructors incomputerized composition classes should identify computer anxiousstudents when possible, strongly discourage absences, especiallyearly in the course, pay special attention to keeping the studentson-task as much as possible, and encourage them to write on line, butedit on hard copy.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(9) Title: EFFECTS OF ANIMATION AND MANIPULATION ON ADULT LEARNING OF MATHEMATICAL CONCEPTS (CAI)
Author: HSIEH, FENG-JUI
School: PURDUE UNIVERSITY Degree: PHD pp: 269
Advisor: FREDERICK, FRANZ J.; LEHMAN, JAMES

Research Problem: This study investigated the instructional effectiveness and motivational appeal of animation and manipulation on adults'learning of mathematical concepts in a computer-based lesson.
The subjects were 54 college students who participated in two CBLsections as part of their mathematics class. They were randomlyassigned to receive instruction with either animation or noanimation, as well as manipulation or no manipulation. The computerbased lesson was developed by the researcher and introduced theconcept of Venn diagrams.
Achievement was measured immediately after the two CBI lessons byboth paper-and-pencil tests and tests on the computer. One weeklater, a paper-and-pencil test was distributed to evaluate students'retention. Continuing motivation was assessed through aquestionnaire.
Findings included: (1) Animation enhanced adults' retention whenthe learning tasks required high level cognitive processes such asanalysis or synthesis; (2) Animation did not help adults' learning orretention when the learning tasks required mainly the comprehensionof mathematical concepts; (3) Animation increased continuingmotivation; (4) Manipulation helped the transference of mathematicalconcepts learned through a computer to paper-and-pencil tests; (5)Manipulation did not promote intrinsic motivation. Recommendationsfor further studies were also provided in this study.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(10) Title: THE RELATIONSHIP BETWEEN TRAINING COURSEWORK AND METHODS OF TRAINING UTILIZED BY INDEPENDENT RESTAURANT MANAGERS
Author: LYNN, CHRISTINE
School: PURDUE UNIVERSITY Degree: PHD pp: 129
Advisor: GREENAN, JAMES P.

Research Problem: The literature suggested that restaurant managers who have not been taught how to train and who have never experienced formal,systematic training will be unable to formally train their employeesand will rely on less effective, informal training strategies (Meyer& Schroeder, 1989). The purpose of this study was to (1) determinethe extent and type of train-the-trainer education restaurantmanagers have

received, (2) identify the type of training restaurantmanagers received in their hospitality careers, (3) ascertain theexisting attitudes and beliefs about training held by restaurantmanagers, (4) describe the training methods used by restaurantmanagers to train employees, and (5) examine the relationshipsbetween the training methods managers use to train their employeesand their previous training, education, and attitudes about training.This information is of interest to curriculum designers in universityrestaurant and hotel management programs. A structured telephone interview instrument was developed,pilot-tested, and administered to the managers of 50 randomlyselected restaurants from a population of 7,185 independentrestaurants that have annual sales of $1,000,000 or more. Additionalmanager input was encouraged during the telephone interviews andanalyzed using the constant comparative method of qualitative dataanalysis. The response rate was 86\%. The major findings included: (1) Correlations between trainingattitudes held by restaurant managers and previous trainingcoursework were low. (2) Relationships between the methods oftraining utilized by managers and previous training courseworkappeared to be very weak ranging from r =.10 to.21. (3) There was amoderate, statistically significant relationship (r =.50) between thetraining experienced by managers and the methods used in trainingtheir employees. (4) Experience, gender, location, type ofrestaurant, and education level had little relationship with the typeof training strategies utilized. (5) The profile of the independentrestaurant managers in this study was consistent with the traditionalindustry profile: promoted from the ranks and trained for managementby managers who were promoted from the ranks.

Forms of Curriculum Inquiry employed in this Dissertation: scientific

(11) Title: AN INVESTIGATION INTO EXPERTS' OPINIONS OF THE ROLE OF ARTIFICIAL INTELLIGENCE IN COLLEGE ENGINEERING AND SCIENCE CURRICULA DURING THE NEXT FIVE YEARS (ENGINEERING CURRICULUM, SCIENCE CURRICULUM)
Author: PIOTROWSKI, SUSAN MARIE
School: PURDUE UNIVERSITY Degree: PHD pp: 272
Advisor: LEHMAN, JAMES D.

Research Problem: The purpose of this study was to determine experts' opinions of what role artificial intelligence will play within thenext five years in engineering and science education at the collegelevel. There were two major purposes for this study: to determinewhat types of artificial intelligence are currently being taught inthe college engineering and science curricula and to gain informationthat would enable colleges and universities, with input from businessand industry, to determine whether their graduates are appropriatelyprepared for entering the work force. When considering the future andthe proposed future, this study asked its respondents to project outfive years. This period of time was chosen as it was sufficient toallow curricular changes to be made and implemented, to encompass thenext couple of generations of hardware and software, and to allow forfaculty turnover and publication cycles.

A survey questionnaire consisting of twenty-three questionsconcerning artificial intelligence in engineering and sciencecurricula was presented to a sample of seventy-five experts incollege and university environments, to seventy-five experts inbusiness and industry and to three futures experts. Each of theexperts had shown an interest in artificial intelligence as evidencedby current work in this area. The survey method followed thepractices in the Total Design Method (Dillman, 1978) for surveys. Theoverall response rate was 47.33%.

The results indicated that artificial intelligence will play anincreased role within the next five years in these areas. Bothuniversity and industry respondents saw this increase

occurring inmost of the AI areas rather than in one or two primary areas.However, there were some notable differences of opinion, for example,in the areas of expert systems, handwriting recognition and neuralnetworks. These differences should be examined further to determinewhether they might be indicative of a discrepancy between universitypreparation of students and industry expectations.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(12) Title: AN INVESTIGATION OF CULTURAL VARIATIONS IN CHINESE AND AMERICAN ARITHMETIC LEARNING CONTEXTS
Author: YANG, MA TZU-LIN C.
School: PURDUE UNIVERSITY Degree: PHD pp: 135
Advisor: COBB, PAUL

Research Problem: The primary purpose of this study is to further investigate the origins of cross-cultural differences in thearithmetic performance of early school-age children in Taiwan and theUnited States. The focus of the study is an investigation of culturaldifferences in the development of place-value concepts of children inthe two countries. The study explores the hypothesis thatsocioculturally supported arithmetic learning activities are theprimary sources of cross-cultural differences in children'sperformance. It is based on interviews with six mothers, sixteachers, and ten children and on analysis of video-recordings of tenlessons in one classroom in each country. The classroom ethnographiesand interview data are used to construct a holistic description ofcultural variations in the courses and influences of socioculturallysupported learning contexts of Chinese children in Taiwan andAmerican children. An analysis of instructional activities revealsthe differences in the culture-specific interpretation andutilization of numbers in the two countries. The instructionalactivities used in the American classroom seem to constrain thechildren's development of place-value concepts whereas those used inthe Chinese classroom gave children greater opportunities to developa reasonably sophisticated understanding of these concepts. Aninteractional analysis of classroom video-recordings indicates thatChinese children must develop explanations to be effective, whereasAmerican children can be effective by memorizing facts andprocedures, and by developing non-arithmetical ways to figure out theresponse the teacher has in mind. As a consequence, Chinese childrenin Taiwan have greater opportunities to develop conceptually-basedarithmetical knowledge than their American counterparts. An analysisof individual clinical interviews reveals that Chinese childrenconstruct relatively more sophisticated concepts of place-valuenumeration than do American children. The study concludes thatChinese children in Taiwan have better opportunities to developpowerful arithmetical concepts in their learning contexts. Thelearning contexts of American children delimit their construction ofsophisticated arithmetical concepts.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic

(13) Title: A COMPARISON OF ACCELERATION, CURRICULUM INTEGRATION, AND CRITICAL THINKING SKILLS IN SELF-CONTAINED GIFTED PUBLIC AND PRIVATE SCHOOLS/CLASSES (PUBLIC SCHOOLS)
Author: WITHAM, JOAN HARMON
School: PURDUE UNIVERSITY Degree: PHD pp: 159
Advisor: FELDHUSEN, JOHN F.

Research Problem: The purpose of this research study was to identify key

issues in programming and curriculum in educational programs forgifted children and to apply these criteria in describing andanalyzing public and private programs for the gifted. Particularattention was focused on the key issues of acceleration, curriculumintegration, and use of critical thinking skills. A secondary purposewas to compare the strengths and weaknesses of private and publicschools in using these criteria.

Following a pilot study of observations of two full-time schoolsand classes for the gifted, 24 school programs and curricula werestudied using data collection that included director questionnaires,teacher surveys, and document analysis as the primary sources.Private and public schools were compared to each other and to presetcriteria on curriculum that consultants recommended for giftedprograms. Multivariate and univariate analysis were used to comparethe general criteria with the results of the interviews, survey, andobservations, plus substantiating evidence from document analysis ofschool brochures and curriculum materials. Self-contained gifted classes did use significant amounts ofacceleration, curriculum integration, or critical thinking skills intheir program. All programs examined, with very few exceptions,reported using the above three criteria to an extent above 50% intheir programs. This study addressed the issue of whether public and privateschools were different in their frequency of meeting the needs of thegifted for acceleration, curriculum integration, and criticalthinking skills. Results indicated that the teachers differed ontheir use of acceleration and critical thinking skills but neitherthe teachers or directors differed on curriculum integration. Privateschool teachers reported using more acceleration in their schoolswhile public school teachers reported using more aspects of criticalthinking skills.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-Naturalistic

(14) Title: A STUDY OF THE LIVED EXPERIENCE OF TWO TEACHER-LEADERS IN A MIDDLE SCHOOL SCIENCE REFORM PROJECT
Author: VOLKMANN, MARK JUSTIN
School: PURDUE UNIVERSITY Degree: PHD pp: 228
Advisor: KYLE, WILLIAM C. JR.

Research Problem: This study, through the theoretical perspective of hermeneutic phenomenology, examines the lived experiences of twoscience teacher-leaders engaged in a national curriculum reformproject and focuses on what makes work meaningful. In their schooldistricts, these teachers led the development ofScience/Technology/Society curriculum under the aegis of the NationalScience Teachers Association Scope, Sequence, and CoordinationProject.

I conducted in-depth interviews with the participants to uncovertheir stories. My interpretation of their stories of beingchallenged, being valued, and being a leader, enabled me to constructan understanding of the experience of finding the meaningfulness ofwork. The structure of this experience has two elements: makingpersonal connections between pivotal lived experiences and decisionsregarding how to teach; and publicly sharing the meaningfulness ofthese connections. The act of sharing this meaningfulness withcolleagues is the first imperative step of becoming a teacher-leader.As the value of these personal connections resonate within the lifeof each colleague, the teacher-leader's actions are perceived asmeaningful.

This study has implications for those who plan and implementpreservice teaching experiences, collaborate with science educatorsinvolved in science education reform, and design activities thatrecognize students' constructions as valuable and integral toteaching. Moreover, this study has implications for teachers who wishto develop a stronger and clearer voice in the politics of schooling.Making a connection with what is meaningful in work provides a basisfor all professional decisions, many of which have previously beeninaccessible to teachers. If teachers lay claim to a territory theycan call

home, then no one will be wondering how to help them have asay. On the contrary, teachers will speak loudly and clearly.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(15) Title: A CONCEPTUAL MODEL FOR THE INTEGRATION OF COMPUTERS INTO THE SOCIAL STUDIES (INSTRUCTIONAL TECHNOLOGY)
Author: BRADY, HARRY ROBERT
School: PURDUE UNIVERSITY Degree: PHD pp: 336
Advisor: RUSSELL, JAMES D.

Research Problem: Teachers, curriculum specialists and instructional designers face the question of how to employ a constantly evolvingand increasingly powerful array of computer-based instructionaltechnology within the classroom. Some schools have attempted tofoster the integration of computer into instruction-based onindividual classroom innovations. The weaknesses of this microapproach has centered on a lack of logistics, the absence of supportfor the development of medium-based instructional skill, and thehabitual reinvention of prior innovations. Other schools haveattempted to achieve the integration of computer into instructionthrough a central plan. This macro approach has proven vulnerable tothe failings of bureaucracies and has produced an uneven record ofsuccess among academic areas. Most significantly, social studies,along with the humanities, has been slow to incorporate computersinto instruction. To a great extent, this gap reflects the fact thatcentral plans by their current positivist nature are more attuned tothe structure and needs of math, science, and the practical art thanto the structure and needs of social studies and the humanities. The thesis develops a conceptual model of computer integrationinto social studies. This model is designed to bridge the gap betweenthe macro level's central plan-based approach and the micro level'scontext sensitive integrative approach by articulating the needs ofthe social studies within a macro level while maintaining thecontextual component necessary for the attention to instances whichis inherent to the social studies. Research on the nature of social studies, the epistemology ofinstructional design theories, and the epistemology of softwareengineering procedures was synthesized and applied in an examinationof computers and social studies. This segment of the researchproduced the concept of curricular congruency, one of two integralstrands of the conceptual model. Research on innovation andorganizations generated the second strand, developmental phases.

The resultant conceptual model identified the variablesassociated with the integration of computers into the social studies.It explains their dynamics in terms of the two strands and thereciprocal relationship between the stands, providing a descriptionof integrating computers into the social studies.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(16) Title: THE EFFECTS OF TIME AND INSTRUCTION ON WRITING PERFORMANCE OF EIGHTH-GRADE STUDENTS IN WRITING ASSESSMENT SITUATIONS
Author: EWING, SHEILA C.
School: PURDUE UNIVERSITY Degree: PHD pp: 182
Advisor: ASHER, J. WILLIAM; LAUER, JANICE M.

Research Problem: This study examined student performance under two different writing-assessment conditions to determine whether studentswho receive different types of writing instruction are affected byassessment conditions that differ

from instructional conditions. Thestudy grew out of concerns that writing-process students, whencompared to traditional (non-process) writing students, are placed ata disadvantage in standardized, timed writing assessments that do notallow students time to engage fully in the writing process.

Specific variables in the study are the effect of time andinstruction on the amount and quality of writing, amount and type ofprewriting, and attitudes of students in large-scale, standardized,writing-assessment situations. Subjects in the study were 349eighth-graders from four similar middle schools in Indiana. Of these,183 were reported to be receiving writing-process instruction, and166 were reported to be receiving traditional writing instruction.

All students were assessed under two conditions: a 30-minutewriting sample that did not allow for prewriting, and a 45-minutewriting sample that provided an opportunity to prewrite. Variationsof the same writing prompt were used for the two writing sessions.The two groups were compared on quality of the two writing samples,as measured by holistic scoring; length of writing samples; amountand type of prewriting in the 45-minute condition; and responses to a14-item survey.

Results of the study indicate the following: (1) thewriting-process students received higher holistic scores on writingsamples in both 30-minute and 45-minute time conditions than didtraditional writing students; (2) the writing-process studentsproduced longer writing samples than traditional writing students inthe 30-minute condition, but not in the 45-minute condition; (3)neither writing-process nor traditional writing students producedlonger writing samples or received higher holistic scores in the45-minute condition than they did in the 30-minute condition; (4)writing-process students produced more prewriting and different typesof prewriting in the 45-minute condition than did traditional writingstudents; (5) writing-process and traditional writing studentsexpressed different attitudes about writing on 8 of 14 survey items.Some of these results may be attributed to use of similar writingprompts and to different levels of motivation in the two time conditions.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(17) Title: AN ASSESSMENT OF THE CONVERGENT AND DISCRIMINANT VALIDITY OF THE BATS CHECKLIST AND A TEST OF THE HEURISTIC-PROCESSING EXPLANATION OF LIKELIHOOD-OF-USE RATINGS (CONVERGENT VALIDITY)
Author: WALTMAN, MICHAEL SCOTT
School: PURDUE UNIVERSITY Degree: PHD pp: 248
Advisor: BURLESON, BRANT R.

Research Problem: In recent years a common method of assessing teachers' classroom management has been the BATs checklist. Although thisinstrument has been widely used in measuring teachers classroommanagement efforts little validational work has been conducted onthis data collection technique. This dissertation employs threestudies assessing the convergent and discriminant validity of theBATs checklist. The convergent validity of the BATs checklist wasassessed by comparing teachers' likelihood-of-use ratings withstudents' and student teachers' ratings of the frequency of teacherBAT use. It was hypothesized that the BATs checklist would fail thistest of convergent validity. That hypothesis was not supported. Thediscriminant validity of the BATs checklist was assessed bycorrelating the likelihood-of-use ratings of prospective andexperienced teachers with those same teachers' perceptions of thesocial appropriateness of checklist items. Likelihood-of-use ratingsshould not correlate too highly with the perceived socialappropriateness of checklist items because fifty years of directobservation of teacher discipline strategies suggests that teachersroutinely employ

negative and impolite strategies to correct studentmisbehavior. The BATs checklist failed this test of discriminantvalidity. Subjects' likelihood-of-use ratings were highly correlatedwith the perceived politeness of the items on the BATs checklist.Finally, the heuristic processing explanation of likelihood-of-useratings was tested. The conditions thought to provoke the heuristic processing of information were manipulated. Subjects in the decreaseheuristic processing condition endorsed more impolite and fewerpolite BATs than subjects in the control condition.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(10) RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
Public coed University

As university strongly committed to graduate study and research, Rutgers, The State University of New Jersey, offers graduate programs of exceptional academic quality taught by a distinguished faculty. Chartered in 1766, Rutgers is one of the nation's premier research institutions and a member of the select Association of American Universities. Rutgers enrolls more than 48,00 students at the New Brunswick, Newark, and Camden campuses and is one of the major state university systems in the nation

Students who choose Rutgers join a university that promises high standards, diversity, excellent academic resources, and a full complement of research, seminar and cultural activities. Rutgers' location is a notable asset for those who enjoy the cultural and academic opportunities of the New York-Philadelphia metropolitan region.

Today, Rutgers continues to grow, both in its facilities and in the variety and depth of its educational and research programs. The university's goals for the future include the continued provision of the highest quality undergraduate and graduate education along with increased support for outstanding research to meet the needs of society and fulfill Rutgers' role as the State University of New Jersey. The School of Education as organized in 1923 to bring together the forces within the university that contribute to the education of personnel in professional education and to scholarship in the field of education. The mission for the Graduate School of Education as articulated by the Board of Governors translates into three broad areas of endeavor: teaching, research, and service.

The Graduate School: Unique Features

1. Enrollment: 48,572 Graduate, Professional and Undergraduate students.

2. Graduate Students Groups: matriculated students: 5,131; includes 818 minority (198 African American, 478 Asian-Americans, 131 Hispanics, 11 Native Americans). 8,565 applicants 43% accepted.

3. Tuition: $ 4,886 per year full-time, $202 per credit part-time for state residents; $ 7,162 per year full time, $ 298 per credit part-time for non-residents. Fees of $644 per year full time and $ 78 per semester part-time.

4. Programs: are provided through the College of Pharmacy, School of Applied and Professional Psychology, School of Education (programs in Educational Psychology; Educational Theory, Policy, and Administration; Learning and teaching) College of Nursing, School of Management, School of Law, and other many programs through New Brunswick, Newark and Camden campuses.

5. Degrees offered: Doctorates (Ph.D., Ed.D), Master's (M.A, MSc, M.Ed.) and Specialists in Education.

6. Requirements for Admission: Admission to the Graduate School is open to individuals who have graduated from approved institutions and who show evidence of potential for the successful completion of a graduate program. Admission to the Graduate School of education is competitive, however, and all admissions decisions are informed judgments regarding the applicant's previous academic performance, standardized test scores, experience and achievement, recommendations, and other relevant data. Applications are

reviewed by the faculty of the department to which the applicant applies and by either the Master's admissions Committee or the Doctoral Admissions Committee. All programs require applicants to submit official results of undergraduate and graduate work done in recognized colleges or universities, the results of the GRE and the TOEFL is required if English is not the applicant's native language.

Contact: Office of Graduate and Professional Admissions
Rutgers, The State University of New Jersey
Van Nest Hall
P.O Box 5053
New Brunswick, NJ 08903-5053
Phone: 908-932-7711 Fax; 908-932-8231

7. Requirements for Graduation: Master's: candidates must complete a minimum of 30 credits(3 or 6 credits may be granted for the completion and successful oral defense of a thesis) at Rutgers, The State University of New Jersey. A student who chooses to write a master's thesis will do so under the supervision of a thesis committee of 3 members. Students who choose a major program that requires a comprehensive examination should follow departmental regulations. The Specialist in Education degree (Ed.S.) program offers the student an opportunity to follow an integrated plan of study beyond the master's program in his or her chosen field of concentration. This degree program is designated as a terminal program and is not intended as an intermediate step toward the doctorate. A minimum of 64 credits beyond the bachelor's degree is required. Doctorate: The degree of Doctor of Education is conferred in recognition of high attainment in the constructive study of educational problems and upon demonstrated ability to pursue an independent investigation in some area of education. A minimum of 72 credits (exclusive of dissertation study credits) is required beyond the bachelor's degree, at least two-thirds of which must be in courses that offer graduate credit only. Doctoral students are required to register for a minimum of 24 credits of 700 level research connected with the doctoral dissertation and are required to establish a residency experience during two consecutive academic terms; students are also required to take the qualifying examinations. In general, a student who receives more than 3 grades of C, F, or NC performing unsatisfactorily will be so informed and will be dismissed from the school unless the student's department formally recommends otherwise. Time limitation: 5 years to complete all requirements of the graduate program.

8. Doctoral degrees awarded in 1993-94: 575 doctorates awarded.

9. Student Services: low-cost health insurance, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus employment opportunities, counseling/support services for international students, advising services for disabled students. Housing: Rooms and/or apartments (705 units) available to single students at an average cost $ 2,650 per year; available to married students (368 units) at an average cost of $ 5064 per year.

10. Financial Aid: Fellowships, Scholarships, and Grants, Loans, Employment (assistantships, preceptorships, College Work-Study Program), full and partial tuition waivers, federal work-study, career related internships or fieldwork available.

11. Research Facilities: Alexander Library plus 13 additional on campus libraries; total holdings of 4,267,291 volumes, 2,330,677 microforms, 15,940 current periodical subscriptions. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX cluster 8650, NAS 9000-2, IBM 308L, PYRAMID 9815, HP 3000, Sun 4/470, Apple Macintosh, Commodore Amiga. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: Education Students: 30 graduate students enrolled for D.Ed. and 100 for Master's during this academic year. Faculty : 12 full time with a Ph.D; and 7 with a D.Ed; 3 part-time with a D.Ed. and 1 with a master's with a range of experience between 4-30 years.

2. Name of Department: School of Education, Department of Learning and Teaching.

3. Department Head: Dr. Lesley M. Morrow(Ph.D. specialty: Early Literacy & Early Childhood Education; 3 years as Department Chair of Learning and Teaching)
Faculty contact: Dr. Daniel Tanner
Rutgers, The State University of New Jersey
Van Nest hall, P.O Box 5053,
New Brunswick, NJ 08903
Phone: 908/932-7711

4. Name of Program that focuses on Curriculum Studies: Learning and Teaching

5. Requirements for graduation: Master of Education degree, the Specialist in Education degree, and the Doctor of Education degree in the areas of Learning and teaching; and Educational Psychology; Master's and Specialist in Educational Theory, Policy and administration. Minimum number of credits for D.Ed.: 72 credits, for a Master's: 30 credits and for specialist in Ed. 42 credits.

6. Doctoral Degrees granted in 1993-94: 22 doctorates in the fields of Curriculum or Instruction.

7. Primary Goals of the Graduate Programs in Curriculum are: The Department of Learning and Teaching offers graduate programs leading to the Master of education, Specialist in Education, and Doctor of Education degrees for students with career interests in teaching, curriculum, and educational research at the elementary, secondary and college levels. The department favors a broad and interdisciplinary preparation that is built on a substantial foundation in at least one subject area. All programs are designed to give students the opportunity to acquire breadth and depth in a subject field while pursuing professional work in education. Programs are flexible and individualized; in practice, each program is developed jointly by the student and his or her adviser in a pattern consistent with the student's background and educational objectives.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, national leader in funded curriculum research, Curriculum research publications, and participation of faculty and students in professional groups.

9. Unique strengths of the Graduate Program in Curriculum Studies: (1) research (reputation for research, and national visibility), (2) faculty (research-oriented, wide number of publications, many speeches and papers for conventions), (3) students (students alumni networks and selection procedures), (4) Curriculum (interdisciplinary , a core of required course and cohesive academic); and (5) environment (libraries).

10. Faculty Research: Contacted faculty, Dr. Daniel Tanner (Ph.D. Specialty in curriculum theory , history and development; 30 years of experience teaching curriculum research); has written 15 or more curriculum research reports and publications in each of the following

forms of curriculum inquiry: philosophical, historical, scientific, theoretical, evaluative-normative, and integrative-review-synthesis; has written between 11 and 15 curriculum research reports and publications focused on action research. Problems or questions he is researching at present year: "Curriculum fragmentation and synthesis"; "nationalizing influences on the curriculum", general education in the secondary school and college; "the rediscovery/rehabilitation of John Dewey by the academic". This professor prefers to prepare his graduate students as curriculum researchers by initiating them into his research methods while he is engaged in a specific kind of research through independent study/problems/advanced seminar. He recommends to re-develop the course in comparative research methodologies.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: available to students for this year are: research design, research methodology, statistics, historical, and combination of methods i.e., 15:250:701-Dissertation Study: Learning and Teaching; 15:250:599-Master's Thesis Research, 15:251:676 -Research in early Childhood/elementary education. Research courses in each of the specialties of the department: an exploration of research topics, methodologies, and techniques appropriate for conducting research for the Master or Doctoral thesis.

2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take an overview research courses (focused in different forms of inquiry) and specific research courses according to the students' field of interests.

Research problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations:
Rutgers, The State University of New Jersey.
January 1993 - June 1994

(1) Title: A CASE STUDY OF THE DEVELOPMENT OF THE FAMILY LIFE EDUCATION POLICY (EDUCATIONAL POLICY)
Author: FLAMER, MARY FRANCES GUESS
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: Ed.D pp.: 273
Advisor: SCRUPSKI, ADAM F.
Source: DAI-A 54/05, p. 1609,

Research Problem: This study examines the decision making process involved in educational policy development. Influence, persuasion and beliefs contribute not only to the process, but explain the content and intent of the policy. The development of the family life education code was selected for examination because this educational policy includes sexuality education and is not a strictly academic course of instruction. The code was introduced to address the social problems of teenage pregnancy, premature sexual behavior and family instability. The opposing values and beliefs held on these subjects and sexuality create conflicts. Therefore, an opportunity is provided to examine how these belief systems are negotiated to achieve the final policy.

The primary sources of data were interviews with key participants, and the files of the New Jersey Department of Education including the newspaper clipping file of the State Library. Presented in a chronological sequence, the events and statements of the participants are organized to demonstrate how the Family Life Education (FLE) policy developed.

Three models of policy development were discussed: elite, systems and incrementalism. Of the three, the elite theory was most applicable to the development of this policy. However, the behaviors of the policy makers that emerged require additional explanation. The elite theory describes the policy makers as having access to the powerful actors within state government who would assist them to facilitate the policy. Challenged by opposition groups to the FLE code, the state board members essentially ignored the concerns of these people by acting on what they perceived was the rightness and the importance of their decision to bring about social change. Given the inclusion of sexuality within this policy, the beliefs of the state board members and those opposed were fundamental and at the core of their respective religious and philosophical beliefs. Intellectuals who are characterized as a new class believe that they are advocates for change particularly within the context of traditional and conservative views.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic.

(2)Title: CAN SELECTED MENTAL IMAGERY TECHNIQUES POSITIVELY AFFECT CHILDREN'S ABILITY TO SUPERIMPOSE DIFFERING IMAGES? (CREATIVITY, IMAGERY, ARTISTIC ELEMENTS)
Author: GREELEY, MARGARETA A.
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp.: 304
Advisor: ROSENBERG, HELANE S.
Source: DAI-A 54/06, p. 2028,

Research Problem: The purpose of this study was to define creative style in children's drawing by using two instructional methods that affect

imagery ability, creativity and knowledge of artistic elements. Three components--imagery, creativity, and artistic elements--were developed in Method I (non-traditional) during three consecutive stages. Method II (traditional) used the same three stages to teach artistic elements, such as line, form, and texture.

Creativity was further developed with a specific use of imagery, the principles of Janusian and Homospatial thinking. Janusian thinking, using simultaneous opposites, is demonstrated in poetry such as "The sail was made up of a thousand patches." Homospatial thinking superimposes two separate pictorial entities in the same space at the same time; for example, numbers six, three, and zero, fused in drawings of the face, resulting in a different rendition of the face.

Development in drawing in artistic skills included sensory exercises in gesture and contour drawing, instruction in artistic elements--line, form, texture, and composition, light and dark, weight and proportion. Imagery ability was assessed by using a pretest/posttest design. Vividness and controllability were tested by using two self report questionnaires, Gordon's Test of Visual Imagery Control and The Narrative Comprehension Imagery Assessment.

Creative ability was measured using Rothenberg's scale of creativity based on four different composition types and five dimensions of creative potential. A three-factor analysis of variance was used in repeated measures during three consecutive stages. Analysis of data suggested the following conclusions: (1) controllability and vividness of imagery changed over time due to the two different approaches of instruction, method I improved more than Method II on both controllability and vividness; (2) creative ability changed over time due to two different approaches of instruction--students in both Method I and Method II showed significant improvement across stages based on categories of Creative Potential and Composition types, (Students in Method II improved more in these categories than students in Method I), however, students in Method I who started out higher on the creativity scale therefore showed less improvement than students in Method II; and (3) Creative Style could be developed and implemented due to a selected instructional approach that focused on imagery, creativity, and artistic elements.

Form(s) of Curriculum Inquiry employed in this dissertation: theoretical.

(3)Title: THE COUNCIL FOR BASIC EDUCATION: FROM FRINGE TO MAINSTREAM (ESSENTIALISM)
Author: HAYDEN, JAMES JOSEPH
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp.: 499
Advisor: TANNER, DANIEL
Source: DAI-A 54/06, p. 2040

Research Problem: The Council for Basic Education (CBE), organized in 1956 during a time of political, social, and economic change, was founded by a group of essentialist critics, advocating that students complete a program of basic studies in the traditional academic disciplines. Critics used overgeneralization, questionable research data, smear tactics, and ridicule as educationists were blamed for the "soft"

curriculum and other educational problems.

This study chronicles the CBE's attempts to impose an essentialist curriculum on the schools through succeeding reform movements, comparing and contrasting organizational activities to the original statement of purpose.

A historical methodology was used for this study. Research in the archived papers of Arthur Bestor, Mortimer Smith, and the CBE, analysis, of the CBE's publications, a review of the literature, and interviews with CBE officials provided information that was organized into chronological and thematic formats.

The genesis for the CBE originated in Bestor's proposal for a "Permanent Scientific and Scholarly Commission." The controversy and animosity generated by the acerbic criticism of some of the co-founders was initially transferred to the CBE. This was compounded by the CBE's ideological stance, "negative tone", controversial benefactors, and refusal to communicate with the educationists. The result was that the CBE was ignored by the scholarly societies, and classified as an "ax-grinder" and "anti" education organization by the leading practitioners and teacher organizations. However, administrative changes over the past 20 years have resulted in a moderation of tone, the adoption of a less ideological stance, the initiation of cooperative ventures with professional educators and other organizations, and a broader base of financial support.

During the conservative political ascendancy of the 1980s, the essentialist reforms recommended as part of the "excellence movement" contained similarities to the program traditionally proposed by the CBE. Association with important governmental, corporate, and educational leaders, the acceptance of public monies, and a more positive tone resulted in a new found respectability and prominence for the CBE. The current essentialist agenda of the CBE includes progressivist components, initially rejected by the CBE's founders. The CBE's true impact on the national educational agenda will be determined by the organizational balance that is struck between mere advocacy and dynamic leadership.

Form(s) of Curriculum Inquiry employed in this dissertation: historical

(4)Title: EDUCATIONAL REFORM AND INSTITUTIONAL CHANGE: A CRITICAL CASE STUDY OF A REFORM INITIATIVE IN TEACHER EDUCATION
Author: VYDELINGUM, ROSEMARY
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp.: 149
Advisor: GIARELLI, JAMES M.
Source: DAI-A 54/05, p. 1722,

Research Problem: This critical case study explores the relations of discourse, knowledge, and power as they were articulated in the context of an institutionally funded reform initiative in teacher education at the Rutgers Graduate School of Education. In the course of two years of deliberations among participating teachers, district administrators, and professors (1988-90), significant disjunctures between the interests and ideologies of the discrete groups became evident. The study investigates the hypothesis that these disjunctures masked a tacit struggle between competing epistemologies that were being expressed through the discourses of groups positioned

at different levels of the institutional hierarchy. Specifically, this investigation attempts to determine what knowledge bases and value systems the representatives brought to the deliberations, and how these diverse "frames of reference" and "codes of understanding" affected the creating of conditions in which multiple perspectives could be articulated and "practical discourse" could take place.

An ethnographic study was undertaken which disclosed a plurality of non-reducible interests and ideologies among the participants. A critical analysis of the core categories that emerged from this study was grounded in the theoretical work of Jurgen Habermas and Walter Feinberg. Evidence for the investigation was drawn from memoranda, minutes, and required readings generated in the course of the scheduled committee meetings and workshops (1988-90); the proposal and final report submitted to the initiative's sponsor; audio-taped recordings from the Summer Workshop (1989); and audio-taped interviews with five district administrators and seven university professors, which were recorded in 1993 for the purposes of this study. In summary, the study confirmed the hypothesis that a tacit struggle between oppositional value systems and knowledge bases underlay the appearance of disjuncture between the discourses of the teachers, administrators, and professors involved in the initiative. It also concluded that the failure to take into account the asymmetrical power relations that governed the exchanges between these discrete interest groups resulted in the reinforcing of the status and authority of the "dominant knowledge code" and the silencing of all oppositional discourses.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic.

(5) Title: AN EXPLORATION OF MEANING CONSTRUCTION DURING CHILD-ADULT, LITERATURE-BASED CONVERSATIONS IN GRADES ONE, THREE, AND FIVE (FIRST-GRADE, THIRD-GRADE, FIFTH-GRADE)
Author: WEISS, KENNETH JAY
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY -

Degree: ED.D pp.: 190
Advisor: STRICKLAND, DOROTHY S.
Source: DAI-A 54/05, p. 1745,

Research Problem: Problem. The purpose of this study was to analyze the construction of discourse which took place during personalized, child-adult, literature-based conversations in grades one, three, and five in urban, rural, and suburban public schools. Children were drawn from classrooms which had either basal reader or literature-based orientations.

Research questions. The central question explored in this study was: What happened during personalized, child-adult, literature-based conversations? Specifically: (1) What was the content of literary talk and reasoning during discourse about books? (2) How did the conversations differ as children matured? (3) Did the conversations change based upon the type of language arts curriculum that the child experienced? If so, how was this evidenced? (4) What was the nature of conversation when adults conversed with good readers as opposed to less able readers? (5) What was the influence of conversation maintenance on child-adult discourse about books?

Methodology. Data collection was conducted by myself and three additional trained research assistants. A total of 46 conversations were held. Conversations were held with twelve targeted children during the course of one school year. Each conversation was audio-taped, transcribed, coded, and analyzed according to an established and refined protocol. Data were analyzed to look for evidence of meaning construction in terms of content of literary talk and for levels of understanding. A further look was taken at the interaction between the adult and the child to determine the influence of conversation maintenance on the content of the discourse. Findings. This study yields new insight into how children talk about literature. The children were able to conduct rich literary discussions which touched on many literacy techniques and at many levels of understanding. The researcher found that the content of the literary talk was rich when conversations were held on a personalized basis, which afforded the children the opportunity to relate their prior knowledge, other reading, and life experiences to books being read. Previous studies examined child/adult interactions only in terms of small groups and/or at upper grade levels. The study provides a refined protocol for the analysis of oral response to literature by children in elementary grades.
Form(s) of Curriculum Inquiry employed in this dissertation: phenomenological.

(6) Title: AN ETHNOGRAPHIC STUDY OF DIFFERENTIAL SOCIALIZATION PATTERNS OF COLLEGE AND NON-COLLEGE-BOUND STUDENTS IN A SECONDARY SCHOOL (COLLEGE PREP)
Author: BIVANS, MAURITA W.
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY -

Degree: ED.D pp.: 253
Advisor: SHIMAHARA, NOBUO
Source: DAI-A 54/07, p. 2530

Research Problem: The purpose of this study was to examine the differentiated socialization of secondary students in a school setting to identify emerging attitudinal and behavioral patterns of college and non-college bound juniors and to explore their future educational and occupational opportunities. The research was guided by the following questions: (1) In what ways were the two groups of students different in respect to their skills in self-presentation? (2) How did the two groups differ in their time orientation? (3) How did the two groups differ in the development of students' relationship to authority and of self-direction? (4) How did tracking contribute to these differences between the two groups?

The research was conducted in a high school dominated by white working and lower-middle class students in a growing "Republican" town with a population of 31,000. The duration of the study was nine months from September 1988 through May 1989. The research methods employed were primarily ethnographic and included intensive observations, interviews, and analysis of students' essays, English curriculum, and relevant school documents. The major research participants were 30 college bound and 27 non-college bound students enrolled in two separate English classes. The former group consisted

of 17 juniors of working-class and 13 juniors from middle-class families; the latter, of 26 working-class and 1 middle-class juniors. Other participants included two English teachers, two school administrators, the guidance and English department chairpersons, four teachers, the media coordinator and the school librarian.

This research confirmed findings reported in literature with respect to college bound and non-college bound students' differential patterns of self presentation, time orientation, and authority orientation. Significant findings of this research were that social class was not a critical variable determining students' orientations. Rather, students' participation in the college bound track measurably influenced their orientations to a much greater extent than did their social class positions. This study offered evidence that school curriculum and parental expectations of their children could play a significant role in changing students' social perspectives from working-class orientation focused on the status quo and short-range goals to middle-class orientation with emphasis on mobility and distant goals.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic.

(7) Title: THE EFFECTS OF AN OUTWARD BOUND COURSE ON TWO DIMENSIONS OF TEACHERS' SENSE OF EFFICACY (TEACHER EFFICACY)
Author: SILLS, ROBERT ALLAN
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY -

Degree: ED.D pp.: 264
Advisor: SIMCOE, ANNELL L.
Source: DAI-A 54/12, p. 4411.

Research Problem: The reform movements of the last decade called for quantitative changes in public education. At the same time, these movements ignored the psychological empowerment of the teacher. Researchers have concluded that a teacher's sense of efficacy influences how he/she implements instruction, relates to students, and manages the classroom. Teachers' sense of efficacy has been shown to have at least two independent dimensions: sense of teaching efficacy and sense of personal teaching efficacy. Sense of teaching efficacy is defined as the teacher's expectations that teaching can influence student learning. Sense of personal teaching efficacy is defined as the teacher's assessment of his/her own teaching competence. This research posits that an Outward Bound course can positively influence a teacher's sense of efficacy.

This research utilized a naturalistic method to investigate the hypotheses. Three Outward Bound Courses were selected for study: two Outward Bound Educators' courses and one Teacher Training Workshop. Subjects were pretested and posttested using the Teacher Efficacy Scale. The researcher acted as a participant/observer in all three courses and observe subjects as they taught. An open-ended self-reporting survey instrument was utilized to collect demographic data and the subjects' personal feelings about the Outward Bound experience.

Analysis of the pretests/posttests, using a t-test for correlated samples, indicated that female subjects from the two Outward Bound Educators' courses showed a significant increase in both dimensions

of teachers' sense of efficacy. Male subjects on the same courses did not reach statistical significance on either dimension. Further, an ANCOVA on the posttest scores indicated that the female subjects' posttest scores were significantly higher than the posttest scores of the males. Due to missing posttest data, the Outward Bound Teacher Training Workshop could not be included in the statistical analysis.

Field observations, classroom observation and the open-ended survey data tend to confirm the results of the statistical analysis. The results of this study indicate that an Outward Bound Educators' course can have a positive effect on both dimensions of a female teacher's sense of efficacy.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic, naturalistic.

(8)Title: AN EXAMINATION OF THE MISCONCEPTION OF 'REPRESENTATIVENESS' IN LEARNING ABOUT PROBABILITY (STATISTICS INSTRUCTION)

Author: HIRSCH, LINDA SUSAN

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D pp.: 258

Advisor: O'DONNELL, ANGELA

Source: DAI-A 54/05, p. 1773,

Research Problem: A growing body of research suggests that, while teaching probability, teachers and students experience the most difficulty with probabilistic reasoning. Research on teaching probability has shown that many factors limit students' understanding of probability. Students' misconceptions are particularly problematic as they result in a lack of conceptual understanding of the nature of probability. The purposes of this research were to (1) develop test instruments to assess the presence of misconceptions of representativeness in probability, (2) establish the construct validity and reliability of the test instruments, and (3) investigate the effectiveness of several instructional interventions intended to eradicate the misconceptions. Reliability and validity measures were used to characterize the utility of a test intended to detect the presence of misconceptions. A controlled experiment was conducted to evaluate the effectiveness of several instructional interventions designed to create varying levels of cognitive conflict during instruction.

As a result of the first study, two different forms of a valid and reliable test instrument were established. One form of the test was used to determine students' eligibility for the second study. Students identified as having misconceptions of representativeness based on their responses to the test were assigned to one of four instructional interventions. Three of the four instructional interventions were designed to create varying levels of cognitive conflict and conflict resolution. The fourth instructional intervention sewed as a control group because no attempt was made to induce cognitive conflict or conflict resolution. Results of the second study found that the instructional interventions designed to create cognitive conflict and conflict resolution were effective in long-term elimination of students' misconceptions of representativeness.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(9) Title: THE DEVELOPMENT OF A TRAINING PROGRAM FOR THE SUPERVISION OF PSYCHOLOGICAL PRACTICE (CLINICAL SUPERVISION, SUPERVISOR TRAINING)
Author: KLEIN, AMANDA DIANE
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY, G.S.A.P.P.
Degree: PSYD pp.: 145
Advisor: SCHNEIDER, KENNETH C.
Source: DAI-B 54/05, p. 2756, Nov. 1993

Research Problem: An eight session didactic and experiential program was developed to train licensed, doctoral level psychologists to supervise the psychological practice of trainees. This Supervision Training Program was designed to enhance psychologists' professional development, increase their repertoire of supervisory skills, and assist them in becoming more effective supervisors. A review of the relevant literature in the field of supervision, which reveals that few supervisors receive any formal training, served as a partial needs assessment. A more comprehensive needs assessment which included in-depth interviews of five experienced supervisors was conducted. In addition, a detailed questionnaire was distributed to 300 supervisors affiliated with the Graduate School of Applied and Professional Psychology, Rutgers University. Of those surveyed, 160 (53.3%) returned the questionnaire and their responses further substantiated the need for formal supervisory training. A supervisory training program was developed which contains information regarding supervisor characteristics, modes of presentation of clinical material, contracting and negotiating, techniques and methods of instruction, the supervisory relationship, ethical considerations, and evaluation of the supervisee. This training includes lectures, discussions, videotaped presentations and participation in role-play situations. A plan for the evaluation of the proposed program is included and considerations for future developments in the field of supervision are discussed.
Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic. naturalistic.

(10)Title: DYNAMIC ASSESSMENT OF SEX DIFFERENCES IN SPATIAL ABILITY (HORIZONTALLY, Adult Education.)
Author: PARAMESWARAN, GOWRI
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D . . pp.: 156
Advisor: DELISI, RICHARD
Source: DAI-B 54/05, p. 2786

Research Problem: Researchers have consistently found that some adults have difficulty understanding stable reference frames. There is an over representation of females among them. There have been a number of attempts to both explore the reasons behind poor horizontality performance, and training individuals to succeed on this task. This study is in this tradition.

One hundred and twenty-two male and female undergraduates (Males = 35, Females = 87) in Rutgers University, between the ages of nineteen and twenty-five were initially administered a horizontality task, along with Bem's Sex-role Inventory, A Spatial Experience Questionnaire (Signorella, Krupa, Jamison and Lyons, 1986), an age of maturation measure (Sanders and Soares, 1986), and a Delta Reading Vocabulary Test (Deignan, 1973). In addition, a Portable Rod and

Frame Test was also administered to measure the participants field dependence, and their knowledge of the principle behind the horizontality task was assessed. Participants who failed the initial horizontality test then entered the next phase of the experiment. Here, they had to complete the horizontality task on a 3-Dimensional model. They were also administered a cross-bar task that measured horizontality and a related verticality task. The participants were either (a) interactively trained on the tasks and assessed as to the number of instructions they needed to complete the task successfully; (b) instructed on the physical principle behind the horizontality and verticality tasks and made to complete those tasks; (c) not given any training at all. After a month all three groups were administered identical and transfer horizontality and verticality tasks.

Results indicated that (1) participants who were trained in a dynamic fashion improved much more between the two testings than participants who were simply given the rule or participants who were in the control group; (2) for participants in the dynamic training group, the number of questions were a better predictor of posttest performance than the pretest performance; (3) regression analysis revealed that the age of sexual maturation, field dependence and the masculine sex-role score were the significant predictors of posttest scores.
Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(11) Title: JUROR INFORMATION PROCESSING: AN INQUIRY INTO UNDERLYING PSYCHOLOGICAL PROCESSES
Author: POPLE, LAURA ELIZABETH
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: Ph.D. pp.: 122
Advisor: JUSSIM, LEE
Source: DAI-B 54/07, p. 3901,

Research Problem: This paper reports the results of a series of studies designed to explore juror information processing. Recent theorists suggest that juror decision making should focus on jurors' cognitive representations of the information presented during a trial. Toward this end, the first study examined the extent to which traditional methods of identifying underlying schemes can be adapted for use in demonstrating a juror's development of story schema. The study used an empirically determined ambiguous case to demonstrate that mock jurors' concepts of guilty and innocence manifest the same processing mechanisms as other empirically demonstrated schemes. The priming tasks, the recognition tasks, and the written protocol tasks revealed that subjects have access to a not guilty verdict schema when rendering a not guilty verdict. The not guilty schema seems to embody elements of legal standards that are mentioned during the judge's instructions to the jury. The written protocols were effective at capturing story schemes for subjects who found the defendant guilty. Taken together, the results of this study suggest that jurors use guilty and not guilty verdict schemes. The structure of these schemes differ, however. Guilty verdict schemes are episodic, resembling a script. Not guilty verdict schemes seem to involve an association of related not guilty concepts. The second study extended the paradigm developed in study one to an investigation of the effects of the timing of judge's instructions on jurors' verdicts. Subjects finding

the defendant guilty exhibited a contrast effect when instructed early and assimilation effects when instructed late. Study 3 attempted to further explore the relationship between judicial instruction timing and the priming effect by varying the content of judge's instructions. The results of this study were inconclusive.
Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(12) Title: THE DIVORCE OF SUPERVISION FROM CURRICULUM: IMPLICATIONS FOR PRACTICE (EDUCATIONAL IMPROVEMENT)
Author: AIKEN, JUDITH ANN
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp.: 512
Advisor: TANNER, DANIEL
Source: DAI-A 54/03, p. 790,

Research Problem: Since the turn of the century, supervision has passed through many transformations evolving into confusion and conflict over the role and function of supervision and its relationship to curriculum development and educational improvement. As supervision evolved into a field of study at the beginning of the century, it was directed at the improvement of curriculum and instruction. Eventually it came to be viewed more as the management of teaching and learning by focusing on instructional methodology while neglecting the curriculum. Trapped within this managerial ideology, supervision is unable to provide the curricular leadership needed to insure educational improvement.

This study examined the evolution of the supervision-curriculum relationship in the professional literature since 1900. An interpretive analysis was made of the evolving field of supervision as presented in major supervision textbooks and selected publications of professional organizations that support the work of supervision and curriculum. The evolving field of supervision was viewed in relationship to social forces and curriculum-reform efforts since the turn of the century. This study sought to identify the factors and forces leading to the divorce of supervision from curriculum, and explored the implications for educational practice, curriculum leadership, and educational improvement. It was found that there was no time in history that the literature did not support supervision as that domain needed to insure the improvement of teaching and learning. The literature also documents that, since the beginning of American education, supervisors have viewed their primary task as the need to elevate the professional knowledge and skills of teachers. Yet, supervisors have not taken their rightful place as curriculum leaders which assumes that improved learning and teaching results from attention to all curricular matters. Supervision has not recognized itself as a powerful force for effecting change at the school level. All too often curriculum has been regarded as a domain of educational policy above and beyond the purview of supervision, leaving supervision concerned with the "delivery" of instruction. Not only has this served to diminish the professional role of the supervisor, but the divide between curriculum and instruction has created an untenable dualism in education.
Form(s) of Curriculum Inquiry employed in this dissertation: historical.

(13)Title: COOPERATIVE LEARNING BY FIFTH-GRADE STUDENTS: THE EFFECTS OF SCRIPTED AND UNSCRIPTED TECHNIQUES (SCRIPTED TECHNIQUES)

Author: ZUBER, RANDI L.
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK

Degree: ED.D pp.: 150
Advisor: O'DONNELL, ANGELA
Source: DAI-A 53/08, p. 2684,

Research Problem: This study was developed to examine the effects of structure in cooperative learning. Several topics were of interest, including: (a) the social outcomes associated with cooperative learning; (b) changes in academic achievement with cooperative learning; (c) the exploration of whether gender differences were a factor in cooperative learning; and (d) whether scripted cooperative learning was effective at the elementary school level. The design involved a comparison of structured and unstructured dyadic learning groups with an individual control group. The study assessed the effects of structure in cooperative learning during mathematics problem solving.

Sixty-two fifth grade students from three classes participated in the study, 37 males and 25 females. The study was conducted for a total of fourteen days, four days of training and ten days of mathematical problem solving, for a total of seven hours in each group. Within the experimental groups, students were randomly assigned to same sex dyads which changed weekly during the experimental period, while students in the control group completed the identical tasks individually.

As pre- and post-measures, all students were administered two affective questionnaires measuring attitude about mathematics class and self-esteem. Students in the cooperative groups were also administered a questionnaire measuring attitude toward group activities. Mathematics problem solving tests were administered as pre- and post-tests.

Improved positive affect was demonstrated in this study in the cooperative learning groups. However, students' responses differed with the addition of structure. The opportunity to interact without structure increased liking for the cognitive activity. The addition of structure produced an improvement in student attitude toward group activities. Structured cooperative learning did not appear to improve mathematics problem solving skills.

This preliminary study in the use of scripted cooperative learning at the elementary school level has important implications for future research. With a longer period of time, the addition of more direct instruction, refinement of the script, and a larger number of subjects, significant differential changes may be found in cognitive skills.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(14) Title: KNOWLEDGE ACQUISITION OF NOVICE BIOLOGY STUDENTS USING INTERACTIVE VIDEODISC TECHNOLOGY (VIDEODISC TECHNOLOGY)

Author: KUMAR, LAVINIA A.
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp.: 144
Advisor: PALLRAND, GEORGE J.
Source: DAI-A 53/11, p. 3861,

Research Problem: The acquisition of knowledge and the characteristics of the science learner have attracted much recent interest in the United States. While it is generally agreed that instruction leads to an increase in knowledge, the amount learned may differ among individuals and may be dependent on prior knowledge. The purpose of this qualitative study was to examine the effect that existing knowledge has on behavior directed at knowledge acquisition. Behavior of subjects with two significantly differing prior knowledge levels of the total concept (the cardiovascular system) was recorded during a review tutorial using an interactive videodisc system. The concept was divided into six subconcepts. Behaviors automatically recorded were the subconcepts reviewed, the time of review of each subconcept, and the number of reviews of each subconcept.

Group A subjects, with the higher prior conceptual knowledge, tended to review all six subconcepts of the concept, whether or not they received a passing grade for the subconcept; and they tended to learn from the videodisc review. Group F subjects (with the lower prior conceptual knowledge) tended to review fewer subconcepts, especially those which were more abstract; and they tended not to learn as much as Group A subjects. Results for two subconcepts studied in detail (heart blood flow and circulation) showed that, at the subconcept level, review behavior was not necessarily reflective of prior knowledge level, and learning was not necessarily dependent on more effortful behavior.

Subjects were comfortable with the computer-related hardware; the technology allowed for an non-intrusive method of recording behaviors in a classroom setting; and the scientific images were enjoyed by the students. Menu order may have had a influence on study. The cardiovascular concept provided a manageable qualitative research vehicle: it consists of subconcepts which are relatively concrete as well as those which are more abstract.

The very low learning obtained from the class lecture prior to review, and the low learning obtained from the videodisc review by, especially, Group F subjects may indicate that more time for repetition and trial and error needs to be included in instruction. Introductory courses for nonscience majors may need to consist of fewer concepts studied in depth, so that more learning can take place and to better train citizens to learn and so use scientific information.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific.

(15)Title: COLLEGE STUDENTS' REPRESENTATIONS OF PROPORTIONAL PROBLEMS

Author: MISIAK, JULIA ANNE
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp.: 213
Advisor: DAVIS, ROBERT
Source: DAI-A 53/07, p. 2317,

Research Problem: Applications to proportional reasoning are abundant in the physical sciences and in the consumer world. Individuals who solve familiar problems of the consumer world, e.g., altering food recipes,

often find difficulty when asked to apply the same reasoning to a less familiar and a more abstract situation, e.g., chemical stoichiometry.

It has been postulated that individuals build up in their minds, certain constructs (sometimes known as "knowledge representation structures") that encapsulate past experience, and that are used in dealing with new mathematical tasks (Davis, Maher, & Noddings, 1990). Previous studies in proportional reasoning have suggested that students have access to a variety of knowledge representation structures that may be used to solve proportional problems. The goal of this study was to identify types of knowledge structures and reasoning processes used by individual subjects as they solved proportionality problems. The subjects were college freshmen enrolled in Introduction to College Chemistry and Intermediate Algebra. Each student was asked to think aloud as he or she worked problems. For comparison purposes, solutions were also obtained from several other subjects, some of whom were professionals whose work made daily use of these ideas.

Each interview was videotaped, making possible a detailed and fine-grained study of what subjects said, wrote, and signaled by inflections or other gestures. Analyses of individual knowledge representations structures were performed in accordance with the Davis Model (1984) of Information Processing Schemas.

The subjects established visual representations for some tasks. Sometimes individuals carried out the solutions to the tasks by verbal or written semantic reasoning processes that were extensions of their visual representations while at other times, individuals transformed their visual representations into mathematical representations. Sometimes individuals seemed to be operating on the tasks by using procedures that they had learned previously, e.g., they established equal ratios and solved by cross multiplying and dividing. Analysis of the data suggested several aspects concerning students' representations: knowledge structures vary among individuals, representations are persistent whether correct or incorrect, and attitude is a key element in successful problem solving.
Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic, naturalistic.

(16)Title: DEVELOPING WRITING THROUGH THE USE OF INTERGENERATIONAL INTERVIEWS AND NARRATIVES (ORAL HISTORY)
Author: LUBARSKY, NANCY LOUISE
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: ED.D pp: 277
Advisor: PENFIELD, JOYCE
Source: DAI-A 53/07, p. 2498.

Research Problem: Children are born into a world of stories. From the moment they can speak they are reflecting about their world and relating events to anyone who will listen. Among the greatest sources for stories are one's own family members. But in modern society many factors contribute to the increasing distance between generations and between individuals and their stories. There also seems to be a concerted effort to de-emphasize storytelling in education in favor of a more fact oriented curriculum, especially as students get older. This is particularly disturbing in light of two recent bodies of

research, one which discusses how narrative undergirds many complex thinking tasks, and the other which stresses learning as a social process.

Narrative develops as an individual interacts with her environment and synthesizes certain experiences. This study examined the themes and types of writing produced by students who participated in the social process of intergenerational oral history interviewing.

The broad question this study addressed was what impact, if any, does intergenerational oral history interviewing have on an individual's writing process? (1) What types of writing will be generated as a result of this experience? (2) What is the nature of this writing? (3) What thematic/symbolic features does an individual integrate into his/her writing as a result of this experience?

In this descriptive case study, three high school students selected an older family member, developed questions, interviewed and taped recorded conversations, kept a journal of reactions to the experience and wrote three formal pieces of writing based on the three experiences. Participants also met to share experiences and give feedback. Transcripts, journal and final writings were examined for types of writing produced and the thematic connections made by students.

This study provided insights into the use narrative as a model for the development of thinking and a tool for learning. It also demonstrated how one particular mode of inquiry, oral history interviewing, is especially suited for enhancing language learning, particularly when students interact with someone of a different generation.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic. naturalistic.

(17)Title: THE EFFECTS OF A SCHOOL-BASED PARENT TRAINING PROGRAM ON PARENTS' AND CHILDREN'S SOCIAL PROBLEM-SOLVING AND DECISION-MAKING SKILLS

Author: BRONSTEIN, LESLIE

RUTGERS THE STATE UNIVERSITY OF NEW JERSEY, G.S.A.P.P.

Degree: PSYD pp: 159

Advisor: ELIAS, MAURICE

Source: DAI-B 53/08, p. 4358

Research Problem: This study investigated the relative effectiveness of two parent training approaches designed to complement an already-existing school-based social problem solving instructional program. Fifteen parents of 26 private religious day school children in grades Pre-Kindergarten to 6 were assigned to one of two parent training interventions based on scheduling convenience.

All classes in the school received a social problem solving and decision making intervention delivered by the teachers. Parents in one group were taught and encouraged to model social decision making and problem solving techniques with their children to help them solve their day-to-day problems. Parents in the other group were taught to utilize facilitative questioning techniques in eliciting problem-solving strategies from their children. Teacher dosage of simultaneous school-based program instruction was also assessed. Results indicated that children whose parents participated in either treatment did not, according to self-report, utilize program skills

to a greater extent than other children, but that the combination of parent involvement and low teacher dosage was associated with greater frequency of utilization of program skills. Further, the parents in the modeling group reported more frequent use of program skills in non-parenting situations, and reported their children to be less problematic one month after treatment. Parents in the facilitative questioning group reported increased success in applying the problem solving skills to their personal problems. Results are discussed in terms of their implications for professional psychology and future research and practice. In particular, additional research to clarify the relationship of training approaches and classroom instructional variables appears to be indicated.
Form(s) of Curriculum Inquiry employed in this dissertation:

(18)Title: ADVANCED STANDING AND OTHER METHODS FOR REDUCING REDUNDANCY OF PROFESSIONAL FOUNDATION CONTENT IN AMERICAN GRADUATE SCHOOLS OF SOCIAL WORK (SOCIAL WORK EDUCATION, ACCREDITATION)
Author: DIPALMA, SUNDAY LYNN
RUTGERS THE STATE UNIVERSITY OF NEW JERSEY - NEW BRUNSWICK
Degree: PHD . pp: 166
Advisor: DEMONE, HAROLD W. JR.
Source: DAI-A 54/03, p. 1093.

Research Problem: This study examines advanced standing and other practices designed to reduce redundancy of the professional foundation content employed by American graduate schools of social work over time. Data are presented for the universe of graduate schools of social work in 1982, 1985 and 1990. Of particular interest is the response of the graduate education community to the 1983 Council on Social Work Education mandate to develop policies and procedures to assure that students with bachelor of social work degrees do not repeat baccalaureate content. This would be achieved either through the establishment of advanced standing programs or the granting of waivers from specific courses with or without receiving master's level transfer credit. Graduate Schools could also require competency exams for these "base content" courses or not, at their discretion. The concept of the social work education continuum (upon which this new C.S.W.E. policy was based) is explored.

An underlying assumption for this study is that graduate schools of social work will act in accordance with their own self interest when attempting to comply with this mandate. The relationships between whether a school offered advanced standing and its auspice, size and status as well as whether it offered part-time, B.S.W. and doctoral programs were examined. In an effort to assess these relationships numerous C.S.W.E. documents were examined in 1982, 1985 and 1990 and telephone interviews were conducted with administrators for each graduate school of social work in 1985 and in 1990. The data suggest that school auspice, size and the existence of a B.S.W. program at the same institution are somewhat correlated to the existence of an advanced standing program. In contrast, the existence of a part-time program, the existence of a doctoral program and school status in general do not seem to have an effect.

Data regarding the practices of schools which did not offer advanced standing programs were also presented. For most of these, other methods to reduce redundancy were utilized. A small number continued to do nothing. One assumes that these schools would have come into compliance with the 1983 C.S.W.E. mandate to reduce redundancy as they came up for re-accreditation.
Form(s) of Curriculum Inquiry employed in this dissertation: historical.

(11) STANFORD UNIVERSITY
Independent coed university

Stanford University is a private institution founded in 1855 by Senator and Mrs. Leland Stanford. The 8,800 acre campus is located 35 miles south of San Francisco, adjacent to the communities of Palo Alto and Menlo park in Northern California. The cornerstone was laid march 14, 1887 and instruction began October 1, 1891.

In 1891 the department of History and Art of Education was established as one of Stanford University's original departments. In 1917 the department was reconstituted as the School of Education. Stanford early acquired a reputation as a regional institution, but it was not until the mid-1950s, during the administration of President J.E. Wallace Sterling, that national and international status as a major teaching and research university was achieved. Graduate education has been an integral part of the University since its founding. The first class included 37 graduate students who enrolled to pursue master's and doctoral programs. The Stanford School of Education has consistently ranked at the top in surveys of schools of education over the past two decades.

The Graduate School: Unique Features

1. Enrollment: 13,893 Graduate, Professional and Undergraduate students. 7,329 full-time (2,268 women).

2. Faculty & Students Groups: Graduate Students: 1,415 includes 212 women. Grad. Education Students: 276 full-time matriculated students (193 women), 105 part-time (67 women); includes 131 minority (3 African-Americans, 33 Asian Americans, 30 Hispanics, 12 Native-Americans), 40 internationals. Average age: 30 Faculty: 1,415 (212 women).

3. Tuition: $ 17,775 per year. Fees of $209 per year.

4. Programs: Stanford University is organized into seventy departments divided among seven schools: Earth Sciences, Education, Engineering, Business, Humanities and Sciences, and Medicine.

5. Degrees offered: Doctoral: Ph.D., D.Ed, Master's Degrees.

6. Requirements for Admission: a bachelor's degree from a U.S institution or an equivalent degree from an institution of recognized standing in another country, records must be submitted for all post secondary academic work completed or in progress and must give detailed information on the content and quality of the students' performance, courses taken each year, and grades received. All applicants are required to submit scores on GRE (and the TOEFL test for non English natives) and 3 academic recommendations. Successful applicants generally rank in the top ten or twenty percent of their graduating class, have high scores on national tests, and have academic and/or professional preparation and research interests that are appropriate for their proposed program at Stanford.

   Office: Graduate Admissions Support Section
   Office of the Registrar
   Stanford University
   Stanford, California 94305-3005
   Phone: 415-723-4794

7. Requirements for Graduation: Master's programs (A.M., M.A.T.) can be completed in one year and are offered in the following fields: Administration and Policy Analysis, Curriculum Studies and Teacher Education, Health Psychology Education, International Development Education, Administration and Policy Analysis, Language, Literacy and Culture, Program for Prospective Principals, Social Sciences in Education, Stanford Teacher Education Program -STEP. Requirements: a minimum of 36 quarter units of graduate work at Stanford: 18 must be in the School of Education, however, some programs may exceed these requirements; the candidate must achieve at least a B average. No thesis required. Doctoral Degrees: In the Ph.D. program, there is a greater emphasis on theory and research; the emphasis in the Ed.D. concentration is on informed and critical applications of existing knowledge to educational practice. General requirements are: 9 full tuition quarters of graduate registration (or the equivalent in partial tuition quarters); satisfactorily complete a minimum of 72 units of graduate course and research while in residence at Stanford; satisfy a requirement of a minor from one or several disciplines and a doctoral core curriculum, a dissertation and oral examinations; foreign language requirement may be imposed by any advisor or program area committee when it is appropriate; the Ph.D. requires about 4 years of study.

8. Doctoral degrees awarded in 1993-94: 1,203 doctorates awarded.

9. Student Services: free comprehensive medical care, low-cost health insurance, free legal counseling, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus safety programs, campus employment opportunities, counseling/support services for international students. Graduate Housing: rooms and/or apartments available to single students (2,199 units) at an average cost of $3,100 per year ($8,139 including board); available to married students (818 units) at an average cost of $5,910 per year ($ 15,483 including board).

10. Financial Aid: Fellowships, research assistantships, teaching assistantships, federal work-study available. The School of Education generally provides graduate students with a combination of stipend, tuition, and access to loans for remaining expenses. The stipend typically comes from a research or teaching assistantship. Stanford supports all doctoral students for four years of full time status.

11. Research Facilities: Cecil H. green library plus 14 additional on-campus libraries; total holdings of 6, 102, 618 volumes, 4 million microforms, 50,157 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 8800, IBM ES9000J, Apple Macintosh, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: 276 full-time matriculated students (193 women), 105 part-time (67 women), includes 131 minority (39 African-Americans, 33 Asian-Americans, 30 Hispanics, 12 Native-Americans), 40 international. Average age: 30 years. Faculty: 40 full-time (10 women), 0 part-time.

2. Name of the Unit: School of Education, Curriculum and Teacher Education Program Area.

3. Contact Professors:
Dr. Elliot Eisner or Dr. Decker Walker

Curriculum and Teacher Education (CTE)
Stanford University,
Stanford, CA 94305-3005
Phone: (415) 725-1694

4. Name of Program that focuses on Curriculum: Curriculum Studies and Teacher Education. The School of Education is organized into six Program Area Committees: Administration and Policy Analysis; Curriculum and Teacher Education; International Development Education; Language, Literacy, and Culture; Psychological Studies in Education and Social Sciences in Education. School awards A.M, MAT, Ed.D, Ph.D.

5. Requirements: Entrance: GRE general test. Degree requirements: In addition to the requirements of the Graduate School of Education, for master's foreign language not required, every doctoral student is expected to develop a dissertation and competence in each of the 4 core dimensions of education: (l) Curriculum, instruction, administration, and special services; (2) behavioral and social sciences; (3) Normative Studies and (4) Inquiry skills. Foreign language not required. Minimum of required research course for Ph.D students: 2 courses.

6. Doctoral Degrees granted in 1993-94: 32 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992, 123 master's, 44 doctorates awarded.

7. Primary Goals of the Graduate Programs in Curriculum are: Curriculum Studies and Teacher Education encompasses 3 related areas of research and practice: General Curriculum Studies (is concerned with the study and improvement of schools), Teacher Education (focuses on the study and improvement of teaching and on the preparation of scholars who wish not only to study teaching but to prepare those who teach at all levels of schooling), and Curriculum in Subject Matter Fields (considers the aims, content and teaching practices of particular subject matter fields).The Program in Curriculum Studies and Teacher Education is aimed at preparing scholars who can provide intellectual leadership in these fields and who have the necessary skills and understanding to do relevant educational research. The basic mission of the School of education is to improve the quality of education, work toward equality of opportunity, and increase the contribution that education can make to society.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and students in professional groups. Major research programs among faculty include: The Accelerated Schools Project; the Center for Policy Research in Education(CPRE), PACE, Policy Analysis for California education, the Program for Complex instruction, the Stanford Educational Collaborative with local school districts and the Teacher Context center, Multi-Cultural Issues, among others. All Ph.D. students admitted are given full tuition plus a living stipend.

9. Unique strengths of the Graduate Program in Curriculum Studies: faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions and several faculty are bi-lingual (Spanish-English), research (emphasis on inquiry, extensive research data available, reputation for research, and national visibility), students (placement and selection procedures), Curriculum (interdisciplinary and personalized program and research development); and environment (resources, academic life and libraries; the milieu of the School is a rewarding and challenging place to study).

10. Faculty Research: Elliot Eisner Ph.D. Specialty in Curriculum, Evaluation, and Art education; 30 years of teaching experience in curriculum research; has done 15 or more articles, reports and publications in each of the following forms of curriculum inquiry: philosophical, phenomenological, hermeneutic, ethnographic, naturalistic, theoretical, evaluative-normative, integrative-review-synthesis and deliberative; and between 6 and 10 publications focused on historical and scientific research. Research problem being investigated at present time: "Relationship of the Arts to the Processes of Social sciences". This author prefers to prepare graduate students in the following ways: by engaging them into his own research methods while he is engaged in a specific kind of research (his method is qualitative-aesthetic); by putting students in an overview course on different types of research methods, and by asking students to enroll in a research methods course that includes students from many different programs. Decker Walker Ph.D. Specialty General Curriculum; works in the Program of Curriculum and Teacher Education; has been teaching curriculum research for 21 years; has done between 6 and 10 research reports and publications focused on each of the following forms of inquiry: theoretical, evaluative-normative, integrative-review-synthesis and deliberative research and between 1 and 5 on each of the following forms: philosophical, historical, scientific, ethnographic-naturalistic, and action research. Problem or questions that he is researching at present time: "The interaction of information Technology in to the K-12 Curriculum". This author prefers to prepare his graduate students as curriculum researchers by initiating his graduate students into his research methods while he is engaged in a specific kind of research. His methods are several -usually naturalistic field of research.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Every doctoral student is expected to take at least 3 research courses and to develop competence in normative studies (students should understand the ideological, historical, and philosophical contexts from which educational values and aims arise in order to develop effective educational policies for the future) and inquiry skills: historiography, ethnography, statistical analysis, and computer programming which are a few of the tools students will use to complete their dissertation research. Research courses available to students: research design, research methodology, phenomenology/hermeneutic, historical, philosophical, ethnographic/naturalistic, evaluative/normative, scientific, theoretical and statistics (i. e., 303-Qualitative Inquiry in education, 359-Research in science & Math in Education, 397X Controversies in Classroom research, 466 Doctoral seminar in Curriculum, 271X- Seminar in Higher education: Curricular and Instructional Issues).

2. Ways to prepare graduate students as curriculum researchers: (l) Initiate graduate students into the professor's research method while he/she is engaged in a specific kinds of research, usually naturalistic field research, qualitative, aesthetic research, among others. (2) put students in an overview course on different types of research methods, (3) Ask students to enroll in a research methods course that includes students from many different programs. Students typically acquire research experience when (l) they work with their advisor or another member of the faculty on research programs or projects directed by the faculty member (this experience includes: reviewing literature, formulating ideas and models, learning and using observational and coding systems, writing items for tests or inventories, interviewing, performing statistical analysis and writing reports), (2) students take responsibility for small projects or subprojects of their own -- their design, execution, interpretation, and reporting- under a supervision of a faculty member. Here, students are encouraged to formulate their own ideas and carry them out (as in the case of ED 350 B,C,D).

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Stanford University, January 1993- June, 1994

(1) Title: DOING MATHEMATICS PORTFOLIOS IN A MIDDLE SCHOOL CLASSROOM: A CASE STUDY EXPLORING AN EMERGING ALTERNATIVE ASSESSMENT PRACTICE
Author: HACKETT, RACHELLE KISST
School: STANFORD UNIVERSITY Degree: PHD pp: 317
Advisor: GREENO, JAMES G.

Research Problem: There has been a growing interest in exploring alternative means of assessing student learning that do not rely solely onstandardized, multiple choice tests. One alternative assessmentpractice is centered around a portfolio containing a collection ofstudent work. By following a specially selected mathematics teacherand her seventh-grade students throughout one school year as theyengaged in a practice involving student portfolios, this case studyadds to our knowledge of how portfolios are being used in theclassroom. Student practices of selecting and reflecting on work andconferencing with the teacher over portfolios were the centralobjects of study. Direct classroom observation, student portfolios,videotapes of the construction and utilization process, andaudiotapes of interviews with the teacher and students served assources of information.

The second chapter provides background information about thecase. The third chapter tells how the teacher instructed students toconstruct portfolios. The reflections her students wrote in responseto parts of these assignments are examined in the fourth chapter. Thefifth chapter offers examples of parts of conversations overportfolios during teacher-student conferences; and functions thatportfolio conferencing may serve are identified. The sixth chapterpresents students' responses to interview questions about the ways inwhich they constructed and utilized their portfolios and about theirunderstanding of and support for the practice. Test scores andresponses to questionnaires about attitudes towards mathematics ofstudents who did and did not work with portfolios are contrasted inthe seventh chapter. The final chapter highlights the tension thatexists when designing portfolios to serve a variety of functions.Observations and inferences are mentioned where they seem to suggestfactors related to whether (1) the portfolio reflects the curriculum,(2) the student's portfolio reflects his learning, (3) participationin a portfolio practice helps promote students' mathematicallearning, or (4) participation in a portfolio practice helps promoteor sustain beliefs, feelings and dispositions conducive to learning.This study makes one appreciate just how complicated and multifaceted"doing portfolios" is, particularly when the practice is designed tosimultaneously promote and document student learning.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative.

(2) Title: THE THUD AT THE CLASSROOM DOOR: TEACHERS' CURRICULUM DECISION-MAKING IN RESPONSE TO A NEW TEXTBOOK
Author: KON, JANE HECKLEY
School: STANFORD UNIVERSITY Degree: PHD pp: 200
Advisor: SHULMAN, LEE S.

Research Problem: This was a study of how seven fifth-grade teachers who had just been issued new state- and district-approved textbooks taughtsocial studies. I analyzed variations in how they first interpretedand used these new text materials. I gathered data through weeklyinterviews with seven teachers which focused on how and when theytaught social studies, and how and when they used the textbook. Theteachers all kept daily logs of their social studies activities andthe weekly interviews provided opportunities for the teachers toexplain their curriculum decisions. These weekly

interviews weresupplemented with longer initial and closing interviews and classroomobservations.
Overall, the social studies teaching of these seven was much morevariable than might be expected given that they were all teachingfrom the same textbook, based on the same framework, in the samegrade level, in the same district. In comparing their use of the textin the fall of 1992 I discerned three different styles of textbookuse: primary, active and limited. These styles reflect teachers'initial instructional agendas for social studies. Overall, theirplanning was less dependent on the textbook overall than previousstudies of teacher planning for social studies suggest. No singleexplanatory factor, such as teacher experience, consistently standsout among the others. Comparisons of the teachers' curriculumdecision making with an on-going study being conducted by researchersat Michigan State University on California's curriculum reform effortin mathematics suggest that there may be significant subject matterdifferences in the way teachers respond to textbooks as a lever forcurriculum reform. It appears that while changes in the textbook might be a usefulaide to curriculum reform for some teachers, they are probably notsufficient in and of themselves.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(3) Title: HOW PROFESSORS TEACH HISTORY IN CHINA: A STUDY OF UNDERGRADUATE CLASSROOM INSTRUCTION IN TWO UNIVERSITIES IN BEIJING
Author: HE, JIN
School: STANFORD UNIVERSITY Degree: PHD pp: 257
Advisor: CUBAN, LARRY

Research Problem: The primary purposes of the study are to describe and understand undergraduate classroom instruction in history so that (1)teaching patterns may be identified; (2) specific and well-definedexplanations for these teaching patterns can be offered, and (3)implications of these findings can be explored by researchers,policy-makers and college teachers of history.
A two-part conceptual framework is developed to find out howprofessors teach and why they teach as they do: the domains ofinfluence on teaching and the process of teaching itself. Under theformer are external and internal factors, and under the latter thereare two stages--preparation and instruction.
A series of class observations and post-class interviews with 27professors in Beijing University and Beijing Normal Universitybrought the following findings. Three levels of lecture were found:descriptive, interpretive/analytical, and interrogative. Threepatterns emerged from the 27 cases when the two sets of factors mergeand shape teaching: (1) The internal factors and external factorshappen to be in harmony with one another, i.e. teacher's belief fitswith the external conditions. This makes it possible for a professorto teach as he wishes with the least hindrance. (2) The two domainsare in conflict, and the external factors are more potent, compellinghim to teach against his own beliefs. (3) The internal factors emergeas more powerful than external constraints, which means the professorchooses to teach as he wishes but has to do it with extraordinaryeffort because he has to withstand external pressures. Conclusions. (1) Professors teach history primarily by lecturing,which contains primarily factual information. (2) Many factorsaccount for the continued dominance of the lecturing format. It isthe responsibility of professors to balance the internal strength andexternal constraints for a viable pedagogy. (3) Individual professorsdo have limited discretion and do make teaching choices. Theirdecisions on instruction are based on their beliefs and confidence intheir command of the subject matter and ideas of pedagogy.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(4) Title: WHAT DOES THE STORY MEAN? A STUDY OF THEME IN THE THIRD-GRADE CLASSROOM
Author: VALI, CARMEN LOUISE
School: STANFORD UNIVERSITY Degree: PHD pp: 336
Advisor: PHILLIPS, DENIS C.

Research Problem: The word "theme" has several standard meanings--it can be used in the sense of "theme of a literary work," but it can also beused as a synonym for "topic." In curriculum materials, and amongteachers and students at the third grade level, these two meaningsare often conflated. This dissertation studies experienced teachers'concepts of literary theme and how they teach about it. The studyalso addresses the issue of whether third-grade students understandthis literary concept of theme, and what form this understandingtakes.

Four experienced third grade teachers in Southern California,with demonstrated interest in the teaching of literature participatedin the study; 29 of their students provided additional data. Data wascollected through transcripts of actual classroom lessons, teacherinterviews, and students interviews. Student interviews includedquestioning and activities involving student analysis of severalstories. The data revealed that the teachers have two different conceptsof theme: literary "theme of a story" and "theme" as topic. Thestudent results describe the varying levels of understanding, andassess the students' abilities to define, comprehend, and identifytheme after receiving classroom instruction. It was found that thestudents often are able to identify the literary theme of stories,contrary to the conclusions reached in several other studies.Literary thematic understanding is couched in the student's knowledgeof what stories do. When the students were given the opportunity torespond to a specific story, they revealed that they could choose theliterary theme of a story when posed with the question, "What is thestory really about?" These findings help to suggest that moreexplicit instruction about literary theme would be feasible.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(5) Title: LITERARY LOGIC: THE UNIVERSITY LITERATURE CLASS IN THE AGE OF THE COMPUTER (HYPERTEXT)
Author: BALL, KIM
School: Stanford UNIVERSITY Degree: PHD pp: 203
Advisor: GRAY, DONALD J.

Research Problem: Scholars of English literature have long regarded science and technology as antithetical to the study of the humanities, buttechnology is infiltrating the English department. In this study lexamine the use of computers in the college English literature classin the context of current critical and pedagogical theory.

Hypertext is the most commonly used type of application in theuniversity literature classroom. Extreme claims have been made forhypertext: hypertext "instantiates" all sorts of literary theories,models the way the mind works, and so on. Case studies of hypertextapplications in literature classes at Brown University, the Collegeof Wooster, and the University of Texas at Austin allow for closeexamination of these claims. Interactive tools other than hypertexts, including drill andpractice programs, story generators, and multimedia programs, arealso being used in computer-assisted instruction in collegeliterature classes. Case studies of classes at IndianaUniversity/Purdue University at Indianapolis, the College of Wooster,and Stanford University permit analysis of the usefulness of theseinteractive tools. The most effective applications of computer technology in theEnglish literature class allow students to actively engage in theacademic conversation. Students in these classes are not justabsorbing information; they are also helping decide what informationis relevant, what the parameters of the literary discussion

are tobe. The dynamics of these classrooms are changing; studentsself-consciously employ intertextual approaches to learning, the roleof the teacher changes from that of authoritative arbiter of meaningto that of facilitator, students accept increased responsibility formeaning-making, and the classroom becomes a community of activelearners working collaboratively.

Such changes, whether facilitated by the use of computers orotherwise, are necessary if the teaching of English literature isgoing to remain relevant to a changing student population in a worldwhere, for many people, reading is no longer a primary mode ofinformation gathering.

(Note: The dissertation includes an appendix listing relevantclassroom applications, computer bulletin boards and discussiongroups, electronic and print journals, centers and associations.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-hermeneutic.

(6) Title: POLICY IMPLEMENTATION THROUGH TEACHER PROFESSIONAL NETWORKS: THE CASE OF MATH A IN CALIFORNIA (CURRICULUM POLICY)

Author: ADAMS, JACOB EARLE, JR.

School: STANFORD UNIVERSITY Degree: PHD pp: 380

Advisor: KIRST, MICHAEL W.

Research Problem: This study explores whether teacher professional networks affect the classroom implementation of state curriculum policy. In1985, California adopted a new mathematics course: Math A. Intendedas a bridge between general and college-prep mathematics, Math Amoves students away from memorization and paper-and-pencilcomputations toward problem solving, communicating, manipulatives,cooperative learning, integrated topics, and mathematicalapplications.

Early implementation was problematic. Math A came to meandifferent things in different places. A state question aroseregarding how to achieve more uniform policy outcomes that reflectedCalifornia's challenging goals. A local question involved howusefully to adapt policy prescriptions to local needs. Analystssuggested that teacher networks might address both concerns throughthe implementation process. This study explores the implementationrole of such networks, focusing on teachers' motivation and capacityto implement state policy. The study employs a qualitative, comparative case study design.Three cases and 12 teachers depict instances of network, staffdevelopment, and support group implementation strategies. Datacollection included interviews, observations, and document reviews.It compared Math A policy with the curriculum presented to students;it sought teachers' perspectives regarding their construction of MathA practice. Analysis entailed organizing the data, categorizing itscontents, searching across cases and subunits for patterns ofexperience and interpretation, displaying findings in a cross-casenarrative, and interpreting findings in the form of propositions thatguide future research. Conclusions from this small and exploratory study necessarily aretentative but indicate a positive contribution of networks toclassroom policy implementation. The network here provided teacherswith common time to attend to implementation tasks; organizedprofessional, policy, and expert implementation resources; andfostered professional discourse which yielded a common definition ofpractice. These contributions arose from a common purpose amongnetwork participants, frequent interactions regarding practice,immediate and common experiences, and a "linker" who connected thenetwork to a larger world of professional expertise. Contributionswere supported by in-progress curricular materials that demandedteachers' attention, engaged teachers in instruction, and fostered asense of experimentation that expanded practice, and by a coherentpolicy context which clarified the importance and position of Math Ain teachers' work.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative.

(7) Title: INDIAN EDUCATION VS. INDIAN SCHOOLING: AN EDUCATIONAL CRITIQUE (NAVAJO)
Author: HOLYAN, REGINA
School: STANFORD UNIVERSITY Degree: PHD pp: 167
Advisor: LAFROMBOISE, TERESA

Research Problem: Indian students, as a group, are not achieving academic success as consistently indicated by achievement test scores anddropout rates. Researchers have attempted to understand thisphenomenon. Ethnographers have examined the influences of culturalvariables on Indian classroom communication. More recently,researchers have focused on the implications of cultural influenceson teaching strategies, classroom management, and studentparticipation. Based on the premise that we know very little aboutthe educational life of Indian classrooms, this study examines theeducational processes in Navajo elementary classrooms. It asksquestions about classroom management, learning activities, levels ofcognitive processes utilized, and whether teachers taught forunderstanding.

Educational criticism was the methodology used in this study.Fieldwork was carried out in six Navajo fourth grade public schoolclassrooms in New Mexico over two time periods: 1977 and 1988. Thedata was collected primarily in running accounts recorded of dailyclassroom life. Principal and teacher interviews, student worksamples, reflective summaries, videotapes, and audiotapessupplemented the running accounts. The patterns and qualities of theclassroom processes observed and recorded were presented in theformat of case studies. This qualitative critique was set against a background of Navajohistory and the evolvement of federal Indian education policy. Theeducational critiques were framed by the conception that schoolingand education are two distinct processes. Schooling was framed asknowing how to "do" school, and education as fostering a love forlearning, acquiring knowledge, and developing understanding. The differences between the two groups of teachers wereremarkable. The 1977 teachers were concerned primarily with schoolingissues and events, as evidenced by their patterns of emphasizingdirections, requiring mostly recall information, and allowingrelatively ineffective management routines to undermine instruction.The 1988 teachers' goals and activities reflected a conception ofteaching which emphasized comprehension and understanding. Theseteachers provided instruction that utilized various modalities. Theysought active student participation and made connections to thechildren's home background. Since schools are now an integral part of Indian life, we shouldstrive to optimize the quality of educational experiences for Indianstudents. Qualitative research, such as educational criticism, cancontribute toward providing more comprehensive knowledge andunderstanding about classroom processes which can then be appliedtoward improving teaching and learning.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical.

(8) Title: LEARNING TO 'INVENT THE UNIVERSITY': A CASE STUDY OF STUDENTS ACQUIRING AND APPLYING DISCOURSE STRUCTURE KNOWLEDGE IN TWO FRESHMAN COMPOSITION CLASSES (COMPOSITION STRATEGIES)
Author: SWANSON-OWENS, DEBORAH ANN
School: STANFORD UNIVERSITY Degree: PHD pp: 360

Research Problem: Since all linguistic acts are interpretive, guided in large part by the conventional forms preferred or prescribed by adiscourse community, writing teachers cannot afford to overlook thesocial and cognitive influence exerted by

the genre conventions theyteach. Gaining a clearer understanding of this influence--of thesocial setting in which such knowledge is developed, and the role itplays in the thinking and writing students do--is what this study isabout. In particular, it examines how students internalize therhetorical frameworks granted privileged status by their teachers,how they employ this knowledge as part of their composing strategy,and how these rhetorical agendas influence the structural qualitiesof the texts they produce.

These analyses are carried out through a case study of twofreshman writing courses, selected because the teachers characterizedthe rhetorical structure of argumentative essays in significantlydifferent ways. Teacher questionnaires and 656 pages of classroomtranscripts are used to profile the teachers' instructional stylesand characterizations of rhetorical structures. Studentquestionnaires as well as student responses to two broad structuralconstructs ("thesis" and "support") are analyzed to determine changesin both the substance and organization of students' knowledge aboutthe rhetorical constituents they associate with argumentative essays.A modified Meyer (1985) analysis is done on 36 essays to classifypropositional relationships (predicates) according to the kind ofrhetorical organizing principles they reflect. Two different datasources, composing-aloud and recall protocols, are used to explorethe kinds of intellectual strategies students employed as they wrotetheir essays. Composing-aloud protocols are coded according to thekinds of composing behaviors, reasoning operations, and explicitreferences to specific text structure constituents students madewhile writing these essays. Recall protocols of eight students areanalyzed according to the types of text representations studentsemployed in their efforts to reconstruct their text content.

These analyses indicate that different rhetorical forms constrainand compel students to think and write in particular ways--ways thatare reflected in different composing strategies, mental operations,and text logic. Implications for teaching rhetorical forms arediscussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological,

(9) Title: AT HOME IN SCHOOL: A QUALITATIVE INQUIRY INTO THREE CHRISTIAN HOME SCHOOLS
Author: TAYLOR, LESLEY ANN
School: STANFORD UNIVERSITY Degree: PHD pp: 261
Advisor: EISNER, ELLIOT W.

Research Problem: Home schooling underwent phenomenal growth throughout the eighties and nineties. However, few studies are based upon directobservation of these schools. For this research, I observed for over100 hours in three Christian home schools. My work is an educationalcriticism that describes, interprets, appraises, and thematizes theintentions and daily practices of these Christian home schools.

What I observed in these home schools, framed more or lessrigidly by the traditional school paradigm, supported existingresearch findings that indicate that traditional, measurable academicsuccess is in fact achieved in them; they meet or exceed expectationsfor student performance. However, while facilitating "schoolsuccess," the traditional school paradigm also constrains what couldbe a richer learning environment and compromises some goals of thehome schooling families I visited. For example, families usingmeasures common to institutional schooling judge their success inways often irrelevant to their core values. In fact, not only are themeasures of achievement largely irrelevant to their core values, soare many of the curricular tasks they employ. In addition, familylife is often arranged around the demands of "schooling" childrenthus limiting opportunities for children to be involved in theeveryday lives of their parents.

The title I gave each home school is indicative of the particularrelationship between that school and family life. In The School Builtat Home, the family strives to build at home a

school based on theChristian private school curriculum. In Oatmeal for Supper, thedemands of the purchased Christian curriculum reshapes some familylife, such as supper preparation. In Not Running a Little School atHome, it is family life that drives schooling activities, not aformal purchased curriculum.
Regardless of the extent to which they modeled institutionalschool, each home school I visited facilitated a family closenessunmitigated by extended peer pressures, or time absorbed with thedemands of institutional school. Furthermore, outside of "schooltime" each family makes provision for many of the richer educationalexperiences which are more difficult to provide in traditionalinstitutional settings.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(10) Title: TRAINING HIGH SCHOOL ESL STUDENTS TO USE LANGUAGE-LEARNING STRATEGIES
Author: ANINAO, JUAN CAYETANO, JR.
School: STANFORD UNIVERSITY Degree: PHD p: 255
Advisor: PADILLA, AMADO M.

Research Problem: A practice currently promoted in the second-language pedagogical literature is training students in "learning strategies,"behaviors which reportedly enhance language learning. The benefitsfrom this type of training have been documented with college studentsenrolled in foreign-language courses; however, the potential for thiskind of training with "at risk" high school English-as-a-secondlanguage (ESL) learners has remained largely unexamined.
This descriptive study explored (a) the feasibility of providinglearning strategy training to seven case study high schoolbeginning-level ESL students with limited experience in formalschooling processes, and (b) possible constraints in programimplementation. Over a ten-week period, the seven case studystudents, native speakers of Spanish, participated in a "pull-out"learning strategy program. In small-group sessions, the researchertrained them in using both cognitive learning strategies ("imagery"and "recombination" for learning English vocabulary; "transfer" tolearn English grammar; "Reciprocal Teaching" strategies ofsummarizing, clarifying, questioning and predicting to enhancereading comprehension), and in metacognitive learning strategies of"self-monitoring" and "self-evaluation." Students then participatedin individual "think-aloud" study sessions in which they tried toutilize the strategies on genuine class materials. Transcripts ofthese individual sessions provided qualitative data which wereanalyzed for strategy use occurrence. Student interviews providedadditional data on both difficulties they experienced in learning toapply the strategies, and their attitudes towards the strategytraining.
Results confirm the potential value of strategy training forthese learners, and corroborate some past findings about the primacyof metacognitive strategy training. However, results also suggestthat implemention of strategy training demands that teachers considera range of factors, including the nature of the curriculum(communicatively-based vs. more academic), students' experience withrequisite skills to carry out strategies, and the degree to whichstudents perceive the value of engaging in learning-strategicbehavior as determined by instructional context factors (i.e., howachievement is measured). Further, results also suggest thateffective training demands use of students' native language at levelsmuch greater than is typical in most secondary-level ESL classrooms.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(11) Title: DISCOURSE ABOUT LITERATURE AND DIVERSITY: A STUDY OF TWO URBAN TENTH-GRADE CLASSES (URBAN EDUCATION)

Author: ATHANASES, STEVEN ZACHARY

School: STANFORD UNIVERSITY Degree: PHD pp: 347

Advisor: SHULMAN, LEE S.

Research Problem: This study addressses three problems in the teaching of literature in secondary schools in the U.S.: literary works teachersselect remain almost exclusively texts written by white men;instruction remains dominated by text-centered instruction groundedin the teacher's interpretive authority; and classroom discourseseldom moves beyond recitation of textual information to discussionthat supports literary meaning-making. I conducted a year ofethnographic fieldwork in two urban 10th-grade classes of teacherswho appeared to break these norms of literature instruction. Dataincluded observation field notes; school artifacts and other data oncontext; 30 audiotaped full-class discussions, some of which werevideotaped; audiotaped small-group discussions; student surveys andwriting samples; and over 60 interviews with teachers, case studystudents, parents, and other school personnel.

Each teacher socialized students into an interpretive community,providing writing and speaking opportunities that promoted responseand transferring control to students of both the authority forliterary interpretation and the facilitation of conversation.Discussions invited thinking, fostered elaborated talk, and providedpractice of cognitive strategies for spoken and written discourse,including formulating and expressing opinions about literature,elaborating and supporting claims, analyzing consequences andrelationships, speculating, and using interpretive frames andliterary vocabulary. Students challenged opinions, yielding elaboration of ideas, theuse of multiple knowledge sources (textual, personal, sociological,and cultural), and personal discovery. The teachers also challengedstudents to swap personal accounts that fostered crossculturalunderstanding. Certain literary works enhanced students' sense ofcultural identification and validation. Discussion figured heavily inliterary appreciation because it occurred frequently; featuredcommitment to students' understanding; fostered support of responseand interpretation; and served as a forum for exploring difficulttopics related to diversity and seldom explored in school. While both teachers promoted meta-level awareness of learning,more of this awareness might enhance student learning through greatercontrol. Likewise, while both teachers demonstrated reflectivestances toward teaching, greater awareness of how instruction yieldsvaried student responses might enhance teachers' abilities to shapelearning. These findings and recommendations offer hypotheses forfuture research to test.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation:ethnographic

(12) Title: COMPARISONS OF A PHYSICAL MODEL AND COMPUTER REPRESENTATIONS IN REASONING AND LEARNING ABOUT LINEAR FUNCTIONS

Author: MOORE, JOYCE LYNN

School: STANFORD UNIVERSITY Degree: PHD pp: 174

Advisor: GREENO, JAMES G.

Research Problem: This study examined reasoning and learning about the concepts of variables and functions with three learning environments:a physical device, a computer simulation of the physical device, anda computer-based numerical representation. The physical system,called the winches, has two tracks where blocks are pulled by windingstrings around spools when a handle is turned. The position reachedby a block is a linear function: $y = b + mx$, where b is the startingposition, m is the size of the spool, and x is the number of turns.The analyses focused on characterizing the differential effects offeatures of the physical and computational representations.

Twelve pairs of seventh graders participated in the study. Thesessions consisted of four sections: a pre- and posttest, astructured interview about the device, and a workbook which presentedequations as a way of symbolizing events on the device.
Reasoning about the device during the interviews wascharacterized by: (1) early use of numerical properties by thecomputer groups; (2) more relational and ordinal statements by thewinch groups; (3) strategies used by the winch groups that relied onthe structure of the device, with equations more likely to beproduced by the numerically-based computer group. Reasoning about equations during the workbook sessions wascharacterized by: (1) more references to device quantities by thewinch simulation group; (2) more explanations in terms of the deviceby the winch groups; (3) more transformation of equations to isolatevariables in the computer groups.
Work on the posttest was characterized by: (1) significantimprovement in the pre-algebra students from pre- to posttest; (2)more use and discussion of equations by the winch students.
These findings indicate that the physical device and computersimulation are environments in which students understand thequantitative structure of the device, and that this structure canprovide a foundation for reasoning about the concepts of variable andfunction. This suggests that a beginning algebra curriculum could bedesigned in which the concepts of variable and function are groundedin concrete physical or computational activities.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(13) Title: TEACHERS LEARNING FROM TEACHERS: KNOWLEDGE AND UNDERSTANDING IN COLLABORATIVE ACTION RESEARCH (ACTION RESEARCH)
Author: FELDMAN, ALLAN
School: STANFORD UNIVERSITY Degree: PHD pp: 286
Advisor: ATKIN, J. MYRON

Research Problem: This study explores the ways that teachers use their own and their colleagues' experiences to improve their practice. It asks,"What are the ways that teachers' knowledge and understanding oftheir teaching and their educational situations grow when they areengaged in collaborative inquiry about their own practice with otherteachers?"
The dissertation combines a philosophical analysis with anempirical study. The former includes a critical review and synthesisof the teacher knowledge, reasoning, and understanding literature.The latter consists of four case studies of a group of physicsteachers engaged in collaborative action research. The first casefocuses on how the teachers determined their research agenda. Thesecond is of the inquiry process. The third examines validity inaction research. The final case is that of a single physics teacherengaged in a year-long inquiry of his own teaching.
There are three outcomes of the data analysis. The first is twosets of distinctions. The first distinction is between context andsituation: Context suggests a separation between actors and otherentities, while situation suggests a spatial and temporal immersionin the world. Situation takes into account relations with others, thepast, and intentions for the future. The second distinction isbetween knowledge and understanding, where knowledge refers to acategorizable commodity, while understanding is the result ofattempts to make meaning within situations. These distinctions leadto the second outcome, the recognition of three types of wisdom:wisdom of practice, deliberative wisdom, and wisdom-in-practice. Athird outcome is the identification of three mechanisms for thesharing and generation of knowledge and understanding among theteachers. They are anecdote-telling, the trying out of ideas, andsystematic inquiry. This study suggests that teachers' knowledge and understandingcan grow through authentic being-in-the-world and through enhancednormal practice: anecdote-telling, the trying out of ideas, andsystematic inquiry

with other teachers. It also suggests that ifaction research is to play an important role in teacher education andschool reform, it should be configured so that it is an extension ofteachers normal practice.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: action research

(14) Title: PORTRAITS OF TEACHER VITALITY: A QUALITATIVE STUDY (INNER CITY, VITALITY)
Author: WILSON, CHOYA LYNN
School: STANFORD UNIVERSITY Degree: PHD pp: 386
Research Problem: Previous studies have demonstrated the significant and positive effects that caring and dynamic teachers can have on at-riskadolescents. This dissertation examines four such social studiesteachers who have persevered in inner-city high schools servingat-risk adolescents for periods ranging from seven to twenty-fiveyears. Qualitative (shadowing, interviewing) and quantitative(repertory grid) research methods were employed to gain insiders'perspectives on how these teachers have managed to maintain vitalityrather than succumb to burnout. Cast within a theological frameworkof callings and missions, components of and contributors to teachervitality are analyzed. The last section discusses the implications ofteacher vitality for (1) reconceptualizing teaching and teacherprofessionalism; (2) renewing and reviving the profession, and (3)reaching alienated adolescents.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(15) Title: ARREGLANDO PAPELES / LEARNING TO BE LEGAL (IMMIGRANTS, CITIZENSHIP, ESL, AMNESTY CLASSROOMS)
Author: MORIARTY, PIA
School: STANFORD UNIVERSITY Degree: PHD pp: 215
Advisor: SPINDLER, GEORGE
Source: DAI-A 54/05, p. 1751, Nov 1993
Research Problem: This dissertation walks into the world of a California "amnesty" classroom, where undocumented immigrants who wished tolegalize their status under the Immigration Reform and Control Act of1986 (IRCA) were required to complete 40 hours of classwork inEnglish as a second language and in civics. It analyzes IRCA'sunprecedented model of collaboration between adult schools and theImmigration and Naturalization Service (INS) from the perspectives oflawmakers, students and teachers in the program.
Congress inserted educational requirements into the newimmigration control bill through a process of political trade-offs,thus facilitating the final passage of IRCA's crucial employersanctions provisions. Students participated in amnesty classes froman apparently contradictory stance--successfully documenting thatthey had been "undocumented" and practicing a complex legal literacywhile most tested as functional illiterates in English. Teacherscontinued to regard their classrooms as autonomous at the same timeas the most basic ESL curriculum questions ("What's your name?" or"What's your address?") carried an unanticipated electricity becauseof their resonance with the INS interview questions that studentswere concurrently negotiating.
Using archival research, interviews and participant observation,this dissertation documents the ironies of the amnesty classes asexperienced in a literacy-level classroom of bilingual andSpanish-speaking adults. Students' beginning compositions graphicallyillustrate the forcefulness of INS in their lives and articulatetheir struggles to become cultural citizens, fully participating inthe national order with their core values still intact. Teacherinterviews illustrate the degree to which being implicated in animmigration control program reoriented the meaning of fundamentalschooling practices. While the

students were clearing up their legal paperwork(arreglando papeles, learning in order to become legal) the schoolswere also learning to be legal, i.e., to internalize and apply INSstandards as normative in an educational context. In the wake ofIRCA, legal/illegal distinctions have taken on new importance forschools. This dissertation is a contribution toward criticalreflection on the amnesty program's new interface with INS and anencouragement to adult school personnel to exercise their owncultural citizenship as teachers.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(16) Title: THE TEACHER'S JOB: A COMPARISON OF US AND JAPANESE MIDDLE SCHOOL TEACHERS (UNITED STATES)
Author: YANG, HUA
School: STANFORD UNIVERSITY Degree: PHD pp: 171
Advisor: HANNAWAY, JANE

Research Problem: This is a comparative study of the behavior and attitudes of middle school teachers in Japan and the US. The findings challengea commonly held assumption among Americans that grade schools inJapan are more academically oriented; at least it shows that Japaneseteachers spend a smaller fraction of their work day teaching academicsubjects.

Teachers in twelve middle schools, six in the US and six inJapan, were selected for the study. Survey and field work methodswere employed. In total, 137 American and 173 Japanese teachersreturned questionnaires. Extensive field work included interviewswith teachers, administrators, and parents, as well as classroomobservations.

The data reveal that American teachers spend a significantlylarger proportion of their work time on academic tasks than Japaneseteachers and Japanese teachers spend a larger proportion of theirwork time on student-related tasks than American teachers. Japaneseteachers also spend relatively more time on school management andmeetings.

The study shows key structural differences between middle schoolsin the two countries in school organization, particularly thecurriculum, staffing patterns, class size and school environment,that relate to teachers' work behavior.

The study also shows fundamental differences between Japanese andUS teachers in their views of teaching. Teaching is a "profession" inboth countries. In Japan, however, a teacher is seen as a generalistwith diffuse responsibilities while in the United States a teacher isseen as a specialist. These divergent conceptions of teaching areconsistent with behavioral and structural differences between the twosystems.

The findings of this study contribute to institutional studies onschool organization by demonstrating the institutional effectsemanating in different societies on teachers' work and views ofteaching. The results imply that solutions to students' academicperformance cannot be found within school alone. At a minimum,broader social beliefs about the role of schools need to be takeninto account.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(17) Title: LINKING THEORY TO PRACTICE: STRATEGIES FOR PRESERVICE EDUCATION
Author: SWANSON, PATRICIA EVANS
School: STANFORD UNIVERSITY Degree: PHD pp: 343
Advisor: COHEN, ELIZABETH G.

Research Problem: This study compares two instructional interventions, both designed to help preservice teachers to implement new strategiesderived from a theoretical knowledge base. The theoretical knowledgebase is Expectation States Theory; the strategies derived from thistheory are status treatments.

The study was conducted in five preservice courses at twouniversities (n = 112 subjects). Two groups received introductorylectures on Expectation States Theory and participated in a videomodeling intervention designed to demonstrate status problems and theuse of status treatments. The study then contrasted the two groups byvarying the learners' opportunities to practice linking back to thetheoretical knowledge base and using it to implement the newstrategies. In one group (modeling only), teachers discussed thevideo vignettes focusing on the behavioral features of the statustreatments; in the second group (modeling with analytic search),teachers analyzed the video vignettes in light of relevant theory andresearch.

I predicted that teachers' conceptual understanding of the theorywould be related to their ability to implement the status treatments.I further predicted that teachers in the modeling with analyticsearch group would demonstrate stronger implementation of the statustreatments, and stronger conceptual understanding of the theory, thanthose in the modeling only treatment.

Results indicated that beginning teachers' understanding of thetheory was significantly related to their implementation of thestatus treatments. Contrary to the prediction made in the secondhypothesis, participants in the modeling with analytic search groupshowed significantly lower scores on outcome measures ofimplementation than the modeling only group. There were nosignificant group differences on conceptual understanding.

Implications from this research suggest that while introductionto the theoretical knowledge base is essential, rather than placingemphasis on teachers gaining an in depth understanding of the theoryon their first exposure, priority should be given to providing amplepractice and feedback opportunities for implementation of thetheoretically derived strategies.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical

(18) Title: IMPLICIT MORAL EDUCATION: TWO CASE STUDIES. (VOLUMES I AND II) (MORAL EDUCATION)
Author: DIFFENBAUGH, JUDITH SARADA
School: STANFORD UNIVERSITY Degree: PHD pp: 414
Advisor: NODDINGS, NEL

Research Problem: The present research studies the ways in which two exemplary middle school moral education instructors think about andteach moral education.

The design is an extended case study model using the methods ofin-depth interviews, direct observations, and examination ofdocuments to form the basis for analysis. The main purpose is a richdescription of the implicit moral education curriculum. A secondpurpose is to generate a scheme whereby the implicit curriculum inmoral education can become explicit for educators.

The research asked the following questions: (1) How can theimplicit moral education curriculum be described? (2) To what degreeis there congruence between the implicit curriculum in moraleducation and the implicit curriculum in other courses?

The broad components of the schema for analyzing andoperationalizing the implicit moral education curriculum developedthrough the study are: Classroom Practices; InterpersonalRelationships; and Modelled Teacher Behaviors.

The study found a high congruence between the implicit andexplicit curricula in moral education of the two teachers. Classroompractices giving students opportunities to develop positive characterthrough concrete daily encounters with self discipline, personalresponsibility, group cooperation, and artistic expression;interpersonal relationships based on mutual trust and respect,fostered through the art of dialogue, and deepened by the opportunityto excel and to change through confirmation of both their strengthsand weaknesses; commitment to positive role modelling includingroutinely

modelling behavior which was disciplined, responsible,creative, supportive, honest, caring, and accepting of self andothers. The implications of the study for moral education are as follows:Students are exposed to moral education through an implicitcurriculum which affects them throughout their school experience, inboth areas explicitly designed to address moral issues, and in areasnot so explicitly designed. This implicit curriculum rests on a basicfoundation made up of the classroom practices, interpersonalrelationships, and modelling behaviors of educators. Further researchshould be conducted applying this scheme of the implicit curriculumto other situations and curricula to ascertain if it indeed is aviable model for understanding the implicit curriculum.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(19) Title: TURNING THEIR LIVES AROUND: CULTURAL THERAPY AND MENTORS IN A PROGRAM FOR THE MODIFICATION OF AT RISK BEHAVIOR
Author: LOGAN, FRANK HENRY
School: STANFORD UNIVERSITY Degree: PHD pp: 300
Advisor: PHILLIPS, DENIS C.

Research Problem: Can cultural therapy (Spindler 1989a, 1991) cure problems associated with poverty that historically have been resistant tochange? This study uses the data gathered through observation of aprogram for at-risk youth to analyze what makes such problems sodifficult to solve, and the theoretical efficacy of cultural therapyfor dealing with them. George and Louise Spindlers' contention that"instrumental competence and self-efficacy seem quite similar,although stemming from unrelated research projects and quite separatedisciplines," (1989a) suggests that this program, which attempts tochange behavior of the at-risk youth by increasing self-efficacy andcompetency, also can be analyzed in terms of cultural transmission. Iaccept this suggestion and use ethnographic methods to describe thelives of the people in the program, the program's emic concepts, itstreatments, and its outcomes, in the theoretical terms described byboth Albert Bandura, (1969, 1976, 1977, 1990) and the Spindlers.

The program consisted of a Ten-Day Summer Camp, followed by ayear of mentoring and monthly meetings. During the year'sobservations, four youths came to typify important themes to me andbecome the foci of four case studies which are used to analyze bothexisting theory about urban life, and the theoretical concept"cultural therapy." Observational data were backed up withquestionnaires and official school data. I discovered that children have an unfortunate tendency to acceptnot only things they have done, but also things that were done tothem, as self-defining experiences. Acceptance of this kind ofresponsibility leads to dark moods, self-hate, fear and tremblingand, ultimately, to irrational, conflicted, contradictory, andself-destructive behavior. The program's treatments appear to have positively affectedself-image and self-efficacy belief, and to have alleviated theemotional consequences of the negative experiences mentioned above,thus supporting the efficacy of cultural therapy as a treatment. While it is considered likely that these improvements were due tothe acquisition of instrumental competencies, the youth's perceptionof improvement was equally important. There was not a cleardemarcation between competency and the perception ofcompetency--between efficacy and efficacy belief.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(20) Title: INFORMED ASSESSMENT OF STUDENTS THROUGH THE CLASSROOM LITERACY PORTFOLIO (STUDENT ASSESSMENT)
Author: WOLF, KENNETH PAUL
School: STANFORD UNIVERSITY Degree: PHD pp: 200

Advisor: CALFEE, ROBERT C.

Research Problem: A mismatch exists between current views of literacy learning and the standardized, norm-referenced tests traditionallyused to measure student achievement. This mismatch has had negativeeffects on instruction, curriculum, students, and teachers.Consequently, researchers and practitioners have recommendedexploring alternative forms of assessment, such as classroomportfolios, that are more congruent with current research, theory,and, increasingly, practice in the teaching and learning of literacy.A classroom portfolio, as defined in this study, is a diversecollection of information about students gathered by the teacher fora variety of purposes, and refers both to the process ofsystematically observing and selectively documenting studentperformance and to the products that teachers assemble as evidence ofstudent learning.

In this year-long study, four elementary school teacherscollaborated with a university-based researcher to design andimplement a classroom portfolio for assessing students' literacyperformance. While the teachers kept classroom portfolios on all ofthe students in their classes, each teacher selected one student tofollow for two different curriculum goals: (1) skills and strategiesin writing and (2) attitudes and habits in reading. The studyexamined the effects of classroom portfolios on teachers' assessmentand instruction of their students in these two critical areas ofliteracy. Data sources included transcribed individual interviewswith each teacher, reviews of student and teacher artifacts,fieldnotes from group planning meetings, and pre-and-post studyquestionnaires from each teacher. Findings from the study suggest that the classroom portfolioallowed the teachers to look across many different studentperformances and identify individual student strengths and needs,which, in turn, enabled the teachers to establish productive matchesbetween the learner and the learning context. However, the resultsalso suggest that obstacles to effective assessment can arise duringthe assessment phases of goal setting, information gathering, andinterpretation. These problems include setting unsound orinsignificant goals, gathering too little or too much information,and ignoring or misinterpreting information. Five guidelines wereproposed for constructing and implementing an effective classroomportfolio: (1) Setting sound goals; (2) establishing clear purposesfor assessment; (3) conducting multidimensional and continuousobservations of student performances and products; (4) carrying outsystematic and selective documentation; and (5) taking multipleperspectives.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative.

(21) Title: ADOLESCENT RISK: THE IMPACT OF AN AIDS INTERACTIVE VIDEO DISC CURRICULUM (AIDS EDUCATION, INTERACTIVE VIDEODISC, VIDEODISC, IMMUNE DEFICIENCY)
Author: BROWN, NANCY LYNN
School: STANFORD UNIVERSITY Degree: PHD pp: 162
Advisor: FORD, MARTIN E.

Research Problem: It has been projected that during the 1990s, a major killer of young adults between the ages of 20 and 29 will be AIDS.The major routes of transmission for the HIV remain sexual contactand drug use. To date, efforts to change adolescent sexual anddrug-related behavior from "risky" to "safer" have largely failed.

This repeated measures multivariate study (N = 150) examined thedifferences in HIV Knowledge, Hypothetical HIV Risk and Actual HIVRisk in a classroom based AIDS curriculum. All students receivedinformation about HIV transmission and prevention. Experimentalstudents also completed an interactive video curriculum (IVD). Therewas evidence to suggest that youth who used the IVD were more likelyfour weeks after the treatment to feel vulnerable to the consequencesof their sexual decision-making and to perceive the behavior of theirpeers as riskier. Moreover, females who were exposed to the

IVD weremore likely to plan to abstain or practice safer sex at their nextsexual encounter. Additionally, this study explored whether actual HIV Risk couldbe predicted using personal, social and behavioral demographicinformation. Correlational, MANOVA, and discriminant analysisprocedures were utilized. The results indicated that higher riskyouth began having sexual intercourse earlier, had more sexualpartners, had friends who were participating in risky healthbehaviors, and perceived themselves as more vulnerable to theconsequences of their behavior than did lower risk youth. High andlow risk youth did not differ reliably on Arrest Record, Health Risk,HIV Knowledge, Perceived Supportiveness of the Environment,Capability Beliefs, or Distress. The best predictors of HIV Risk werePerceived Peer Norms and Use of Condom at Last Sex.

Several ethnic and gender differences emerged in the baselinedata. Hispanic males reported the highest Number of Sexual Partnersin this sample, and the least communication about safer sex practiceswith their friends; white students had more HIV Knowledge, suggestingthat information campaigns aimed at adolescents are having a strongerimpact on white youth; and males had higher Hypothetical Risk scores,suggesting that they were making riskier decisions in the sexualarena than were females.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific.

(22) Title: THE POLITICS AND AESTHETICS OF ETHNICITY: MAKING AND MOLDING IDENTITY IN VARIED CURRICULAR SETTINGS. (VOLUMES I AND II) (MULTICULTURAL CURRICULUM)
Author: DAVIDSON, ANN LOCKE
School: STANFORD UNIVERSITY Degree: PHD pp: 494
Advisor: EISNER, ELLIOT

Research Problem: This study considers the experience of ethnicity from the perspective of diverse students of color. I focus first, on how themeaning and practice of ethnic identity shape and are shaped byexperiences within school and classroom contexts and second, on theimplications of such experiences for academic engagement. I considerquestions with theoretical and practical relevance, including: Arethe meaning and practice of ethnicity actively negotiated within aswell as outside of school and classroom walls? Does ethnicity exert aconstant force on educational engagement or does its impact varydepending on a youth's position in a social context? Whatethnically-relevant lessons do students learn from their experiencesin schools and classrooms? What are the connections between theethnically-relevant curricula youth encounter and the ways in whichthey experience their ethnicity in relation to schooling?

Major findings in this study are embedded in five qualitativecase studies that reveal the forces and factors within schools thathigh school youth take account of as they assert their ethnicity.Drawing on poststructural theory and contemporary conceptions ofethnicity, I show how a youth's sense of ethnicity grows out of thatperson's position in a nexus of social relations, rather than solelyout of membership within a particular group. Youth experience theirethnicity in a variety of patterns that reflect relations at schoolas well as relations at home and in the wider historical andsocioeconomic community. Data for these cases was collected usingfour qualitative methods of inquiry: (1) six semi-structuredinterviews with each student; (2) school-day observations; (3)interviews with school personnel; (4) analyses of student record dataand district data on tracking, university attendance and suspensionrates. Interviews with 43 other students supplement case studyinformation.

Other major themes that emerge in this study include: (1) youthdraw conclusions about the meaning of their ethnicity from aspects oftheir school's hidden curriculum, including academic tracking, accessto cultural capital, discipline policies, student-school personnelrelations and peer relations; (2) teaching is a negotiated processconveying sociopolitical meanings.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(23) Title: CREATING CONDUCTORS: AN ANALYSIS OF CONDUCTING PEDAGOGY IN AMERICAN HIGHER EDUCATION
Author: BAKER, ALAN LEE
School: STANFORD UNIVERSITY Degree: DMA Date: 1992 pp: 128
Advisor: RAMSEY, WILLIAM

Research Problem: The academic training of the conductor is a relatively recent phenomenon. Since the end of World War II, the responsibilityfor training conductors has shifted to academic degree programs,however, there has been little discussion of the implications of thismovement. Complaints are being raised today from outside thediscipline, which charge that young conductors are increasinglycharacterized by a lack of personal creativity, and an adherence to"correctness." Such remarks attest to a growing rationalization ofconductor training--but a single facet of a larger objectivistprogram which permeates twentieth-century social institutions,including academia. In this process of rationalization, the internaland external processes of the conductor are brought into conflict byan overreliance on external authority and a devaluation of personalcreativity.

Today, the pressures of sociological and political deconstructionare raising awareness of that conflict, offering teachers ofconducting the opportunity to reexamine their common goals andvalues. In investigating the impact of the objectivist program onacademic conductor training, both historical and current definitionsof conducting are explored. An attempt is made to describe effectiveconductor training, which reflects a balance and integration ofsubjective and objective processes. Certain assumptions which haveserved to cast those processes into contradictory, rather thancomplimentary roles are therefore deconstructed. The populardefinition of "conducting as communication" is then explored inreference to new evidence drawn from the behavioral and physicalsciences, and ancillary performance disciplines. The work of H.Wesley Balk is a particularly fruitful source for pedagogicalapproaches. The educational philosophy and applied methods which Balkhas developed in working with singer-actors are adapted to conductortraining, leading to a better balance and integration of students'internal and external processes.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historical.

(24) Title: THE ROLE OF TEXT STRUCTURE IN COMPOSING FROM SOURCES (READING, WRITING, INFORMATION INTEGRATION)
Author: MURRAY, SUSAN ALLEN
School: STANFORD UNIVERSITY Degree: PHD pp: 244
Advisor: CALFEE, ROBERT

Research Problem: This study investigated the use of structural patterns in expository text as strategic tools for synthesizing and organizinginformation in a source-based composing task. The role of textstructure was examined by constructing a model of the composing fromsources process. In composing from sources, readers/writers drawinformation from source documents and reconstruct that informationinto a new, integrated expository text. Within this context,structural patterns in exposition serve as tools for organizinginformation in both the comprehension and construction of text.

The model proposes three components of the composing from sourcesprocess: comprehension, in which source texts are read andunderstood; synthesis, in which information is integrated acrosssources and with the reader/writer's prior knowledge; and composing,in which a new text is created from the newly synthesizedinformation.

The influence of structural patterns on each component wasexamined by presenting a paper and pencil task in three phases. Highschool juniors and seniors from four classes read two expositorysource texts with clear, consistent organizational structures.Students then used one of two canonical structural patterns (a matrixor a

topical net) as a framework for synthesizing information acrosstexts. Finally, information was presented on using a structuralpattern to organize a composition, and students composed new texts.Data from the paper and pencil tasks in each phase were analyzedusing Analysis of Variance; qualitative analyses were also conductedon the written data and through reconstructive interviews withstudents.

Results supported the proposed model, suggesting that thecomponents of the composing from sources process could each beaffected by the explicit use of text structures. Separable effectswere clearer for Comprehension and Composing than for Synthesis.These findings suggest that instruction in complex processes such ascomposing from sources might be facilitated by a componentialapproach. In addition, the qualitative data indicated that studentsfound the structural patterns useful as tools for organizinginformation in synthesis and composing. This result suggests thepower of explicit instruction in structural approaches for readingand writing tasks.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: synthesis, review integration.

(25) Title: SCHEMA INDUCTION AND INDIVIDUAL DIFFERENCES IN INTRODUCTORY PROGRAMMING LEARNING: PROBLEM REPRESENTATION AND PROBLEM SOLUTION

Author: TSAI, SHU-ER

School: STANFORD UNIVERSITY Degree: PHD pp: 206

Advisor: SNOW, RICHARD

Research Problem: The main purpose of this study was to create a set of problem-plan-program types for BASIC programs to help high schoolstudents build schemata for unstructured BASIC programming with aschema induction intervention. With an experimental versus controlgroup design and taking individual differences into analyses, thisstudy was also aimed at investigating different effects of aptitudesand instructional treatments on computer programming learning.

There were a total of 75 student participants in the study, fromtwo high schools, with two classes in each school. Treatment efficacywas assessed in terms of problem representation and problem solutionin card sorting tasks and performance tasks. Prior to instruction,students completed aptitude measures. During instruction of threeweeks long, two classes (one from each school) were taught as theexperimental group with schema induction intervention. The other twoclasses were taught as the control group with the self-discoveryapproach. After instruction, all students took outcome measures.Parts of students also performed think aloud protocols in programmingboth before and after instruction. The schema induction approach to teaching and learning ofcomputer programming proved to be effective for many students. It notonly helped students develop schematic knowledge structure in problemrepresentation, but also facilitated expert-like problem solvingskills in problem solution. It also increased students' motivation tolearn programming. In addition to the treatment effect, the maineffect of general ability contributed significantly to problemrepresentation and problem solution. Aptitude-treatment interaction(ATI) effects were also found on problem solution. Aptitude andtreatment interacted differently in the two schools in this study.

This study supported the hypothesis that schema-basedinstructional design in a domain can provide the basis for betterinstruction in that domain. This study also provided evidence thatneither aptitude nor instructional treatment alone can fully describelearning outcome. Interactions between aptitudes and treatments existand can be demonstrated to suggest how particular instructionaltreatments can be evaluated and improved. This study also provided alearning framework for classes in computer programming.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific.

(26) Title: CONSTRUCTING SCIENCE KNOWLEDGE FROM EXPOSITION: THE EFFECTS OF TEXT STRUCTURE TRAINING
Author: WHITTAKER, ANDREA KAY
School: STANFORD UNIVERSITY Degree: PHD pp: 273
Advisor: CALFEE, ROBERT C.

Research Problem: Expository texts pose several obstacles to the middle school student who has transitioned from "learning to read" to"reading to learn". These youngsters are faced with many unfamiliarconcepts in an unfamiliar genre that is often poorly designed. Inthis dissertation, I examined the effects of text structure trainingon sixth grade students' construction of science knowledge fromexpository texts. I hypothesized that training that builds readers'text structure schema (knowledge about rhetorical structure andfunctional devices) would result in its use in building readers'content schema (knowledge about the concepts and content of thetext). I further hypothesized that such training would allow studentsto explain how they use text structure to learn from texts and toimpose structure on poorly designed texts.
The design of the study included text structure training, textversion and rhetorical pattern (topical net and matrix) as treatmentfactors; and text topic and order as nuisance factors. The trainingprogram was taught over an eight week period to twelve targetstudents within an intact sixth grade class and contained twelvelessons (of 40 or more minutes each). Twelve students in anothersixth grade class at the same school served as control. Readers' content schema were assessed using pre and post-readingcard sort tasks, and an oral comprehension teach-back task followingreading. Readers' text structure schema were assessed through aninterview and an analysis of teach-back processes and protocols.Results revealed that students added to their content schema byreading and that text version profoundly effected this knowledgeconstruction (the most coherent text version produced the higheststudent performances). Differences between training and controlstudents for knowledge construction were not statististically significant but favored trained students across every measure. Theteach-back protocols and interviews revealed that trained studentshad more fully developed text structure schema and could use it toexplain how they read, studied, and taught back texts. Trainedstudents were also more likely to successfully reorganize differenttext versions. The conclusions and a critique of the training programsuggest implications for teaching students about text structure andto inform textbook design.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic.

(27) Title: LEARNING TO ACT/ACTING TO LEARN: LANGUAGE AND LEARNING IN THE THEATRE OF THE CLASSROOM (READER'S THEATER)
Author: WOLF, SHELBY ANNE
School: STANFORD UNIVERSITY Degree: PHD pp: 364
Advisor: HEATH, SHIRLEY BRICE

Research Problem: This study compares two activities in a multicultural, urban classroom of school-labeled remedial readers: third and fourthgrade children taking turns reading aloud and answeringteacher-directed questions in round robin reading and the samechildren interpreting and performing text through readers theatre.The conceptual framework builds from three general theories oflearning which hold potential for bringing drama into readinginstruction. The first of these is reader response theory, whichperceives reading as an active, analytical process in which thereader constantly shifts perspective to create meanings; the secondis social constructionism, which looks to the social negotiation andconstruction of interpretation, not only by explicit amplificationson the part of the teacher, but by such group processes as peerdiscussion;

and the third is the role of nonverbal communication inlearning, with roots in drama and children's play.

Using data collected through participant observation, audio andvideo recording, artifacts, and interviews, the study illustratespatterns of text interpretation that show children's doubt and beliefat work. Doubt stresses the necessity of constructing critical framesfor dramatic interpretation through attention to rules, resources,and common knowledge bases. Belief emphasizes the transformation fromself to character through voice, physicalization, and connection toothers. In addition, analysis focuses on the effects of instructionalstrategies on children's growing efficacy as readers as theyorchestrate expanded resources for textual understanding to increasetheir fluency as well as shift to a more positive view of themselvesas readers. In this study, the teacher and children of one "remedial"classroom shifted their perspectives to move the engagement,negotiation, and imagination of reading and acting into practice. Inreaders theatre, the children in the classroom became readers--makingcollaborative decisions, analyzing text, practicing their skills, andperforming their interpretations. By learning to act, the childrenacted to learn, exploring ways to interpret and express theirunderstanding of text in the theatre of the classroom.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic.

(28) Title: MULTIMEDIA, MISCONCEPTIONS, AND WORKING MODELS OF BIOLOGICAL PHENOMENA: LEARNING ABOUT THE CIRCULATORY SYSTEM

Author: BUCKLEY, BARBARA CARYL

School: STANFORD UNIVERSITY Degree: PHD pp: 317

Advisor: WALKER, DECKER F.

Research Problem: Increasingly complex information resources such as interactive multimedia are diffusing into schools. Despite theirscience education potential, little is known about what and howstudents learn when they have access to such resources. Thisnaturalistic, cognitive case study presents the cases of two studentsin a tenth grade biology class with access to an interactivemultimedia resource entitled Science for Living: the CirculatorySystem (SFL). Data collected in the classroom during a three weekunit included pre and post tests, a video quiz, projects, computertraces and electronic notebooks, as well as videotape of individualinterviews, class activities, presentations of student projects, andmultimedia work sessions. Situated within the quantitative context ofthe entire class, one student is characterized as a biology learnertrying to understand phenomena while the other student ischaracterized as an average student trying to produce the assignedproject. The biology learner interpreted the task as one ofexplaining how food absorbed from the intestines is distributedthroughout the body. She focused on parts, purposes, and interactionsamong dynamic structures, used the technology efficiently andeffectively in her learning, and emerged with a working model of thecirculatory system. The school learner interpreted the task as one ofdescribing where food and blood go after absorption. She soughtinformation primarily in print sources using SFL as a productiontool. She emerged with an inaccurate model composed of staticstructures. The definition and a representation of the working modelconcept emerged during data analysis. It consists of causal models ofdynamic structures, embedded in an anatomical hierarchy. In theworking model knowledge of the function and behavior of an anatomicalentity such as the heart is integrated with knowledge about itscomponent structures and the mechanism by which those components worktogether to produce its behavior and accomplish its function. Inaddition to the working model concept, two related hypotheses emergedfrom this study: (a) Learning biology well requires building workingmodels and (b) Interactive multimedia resources such as SFL cansupport model-building by providing access to and control of linked,multiple dynamic representations of biological phenomena.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic.

(12) TEACHERS COLLEGE, COLUMBIA UNIVERSITY
Independent coed graduate-only institution

Columbia's commitment to graduate education dates back to 1880, when the Trustees established the nation's first doctoral program in political science under the auspices of the newly created Graduate Faculty of Political Science. The Faculties of Philosophy and of Pure Science were added in 1890 and 1892, respectively. The first Ph.D. degree was awarded in 1882 to Charles Wells Marsh for a dissertation on "Geology of Water Supplies and Water Analysis". In 1886, Winifred H. Edgerton became the first woman to receive a Columbia Ph.D. degree after acceptance of her dissertation, "Multiple Integers" in mathematics. In 1912, George Edward Haynes became the first Black American to receive a Columbia Ph.D. degree after acceptance of his dissertation in Social Economy, "The Negro at Work in New York City". A dissertation on "A Study in the History of Logical Doctrine" was completed by a young philosopher in 1884. The author of that dissertation, Nicholas Murray Butler, went on to serve as President of Columbia University from 1902 to 1945. Under his leadership, Columbia emerged as a model research university - a company of scholars, thinkers, and investigators working with apprentice graduate students to expand the frontiers of knowledge.

The preeminence of doctoral studies at Columbia today is reflected in the size and diversity of the Graduate School - one of the largest private graduate schools in the country. A faculty of over 700 instructs some 3,200 students. Doctoral programs are offered in 27 arts and sciences departments and in an additional 26 interdepartmental and interschool programs that link the Graduate School with the University's major professional schools in architecture, the arts, business, engineering, law, medicine, and public health.

In addition to the resources available at a great university, Columbia's doctoral programs draw on the unparalleled artistic, cultural, and scientific environment of the City of New York.

The Graduate School: Unique Features

1. Enrollment: 1,560 full-time matriculated graduate/professional students (1,150 women); 2. Students groups: 2,968 part-time matriculated graduate/professional students (2,181 women); includes 940 minority (479 African-Americans, 196 Asian-Americans, 261 Hispanics, 4 Native Americans), 488 internationals. Faculty: 123 full-time (52 women), 381 part-time (223 women), includes 34 minority (13 African-Americans, 11 Asian-Americans, 10 Hispanics). **Total enrollment: 4528 graduate/professional students.**

3. Tuition: $ 490 per credit Fees of $100 per semester.

4. Programs: are provided through the Graduate Faculty of Education and through the Division of Health Services, Sciences, and Education; Division of Instruction, Division of Philosophy, the Social Sciences and Education, and the Division of Psychology and Education. Graduate Programs are offered in Anthropology, Economics, History, Political Science, Sociology, in the Humanities (Philosophy, Religion, Spanish and Portuguese, Music, English, among others, and in Natural Sciences (Biological and Physical Sciences, Mathematics and Engineering).

5. Degrees offered: Doctoral: Doctoral and, Master's Degrees

6. Requirements for Admission: official transcripts with acceptable grade point average from an accredited institution from each College or University attended (minimum a baccalaureate degree requiring four years of full-time study), 3 academic recommendations,

GRE scores, some additional application requirements from each program and the TOEFL test scores for non English natives.

Contact: Dr. Michael Timpane, President
Teachers College, Columbia University,
New York, NY 10027
Phone: 212-678-3710

7. Requirements for Graduation: Master's (Ed.M., M.A): degree will not be granted until the student has met these standards: completion of a minimum of credit hours; a minimum cumulative Grade Point Average of 3.0; completion of a thesis or practicum with a statement of approval from the student's thesis advisory committee; development of computer competencies useful in present and future professional role is recommended. Doctoral Programs (Ed.D.) requires: the student must write a dissertation under the supervision of a sponsor approved for that Ph.D.. program by the Executive Committee of the Faculty of the Graduate School and the Dean. After determining that the dissertation is suitable for defense, the chair of the department or subcommittee in conjunction with the student's sponsor appoints an examining committee, subject to approval of the Dean, whose members include the student's sponsor and constitute an independent jury that represents the Faculty of the graduate school.

8. Doctoral degrees awarded in 1993-94: 279 doctorates awarded.

9. Student Services: Low-cost health insurance, free psychological counseling; career counseling; day care facilities, emergency short-term loans, campus employment opportunities, counseling/support services for international students, disabled student support. Graduate housing: rooms and/or apartments available to single students (356 units) at an average cost of $ 4100 per year; available to married students (155 units) at an average cost of $ 5600 per year.

10. Financial Aid: Fellowships, research assistantships, teaching assistantships, full and partial tuition wavers, federal work-study, institutionally sponsored loans, and career-related internships or fieldwork available.

11. Research Facilities: Milbank Memorial Library; total holdings of 538,340 volumes; 435,822 microforms, 2,726 current periodical subscriptions. A total of 28 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 8810, Sequence S 2000/620, Apple lle, CX, LC, Macintosh Plus, and Macintosh SE; IBM AT and Personal system/2; IBM 80386 TYPZ clones. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: In the Division of Educational Institutions and Programs: 447 full time (317 women), 916 part-time (686 women); includes 361 minority (228 African-Americans, 38 Asian-Americans, 94 Hispanics, 1 Native-American, 70 internationals. Average age: 38. 574 applicants, 75% accepted. Faculty: 35 full-time (18 women), 73 part-time (43 women). Matriculated students in Curriculum: 55 full-time (37 women), 104 part-time (85 women); includes 33 minority (22 African-Americans, 3 Asian-Americans, 8 Hispanics) 10 international. Average age: 38. Faculty: 8 full-time (6 women), 14 part-time (12 women).

2. Name of Unit: Graduate Faculty of Education, Division of Educational Institutions and Programs, Department of Curriculum and Teaching, Program in Curriculum and Teaching.

3. Contact Faculty: Dr. Thurston Atkins or Dr. Linda White-Porte
Teachers College, Columbia University,
Department of Curriculum and Teaching,
525 West 120th Street
New York, NY 10027
Phone: 212-678-3757
Fax 212-678-4048/ 212-678-3710 FAX: 212-678-4048.

4. Name of Program that focuses on Curriculum: Curriculum and Teaching (Ed.M, M.A, Ed.D.). The Division of Educational Institutions and Programs includes: Adult Education, Behavioral Disorders, Curriculum and Teaching, College Teaching and Academic Leadership, Community College Education, Special Education, Early Childhood Education, Educational Administration, Elementary Education, Higher Education, Secondary Education, among others.

5. Requirements: Entrance: for Doctorate, GRE, General Test or MAT. Degree requirements: Master's degree must be completed within 4 or 3 years. Through course work and special examinations, each student must satisfy graduate requirements and a satisfactory level of competence in the discipline selected by the student. A student who wishes to earn a Doctorate degree at Columbia, must have earned the Master's degree at Columbia and must satisfy the requirements of the Graduate School and of the department: the student must prepare a dissertation embodying original research, successfully defend it in a final examination before a committee of the faculty. All work for the doctoral degree must be completed within 7 years.

6. Doctoral Degrees granted in 1993-94: 43 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992: 34 master's, 11 doctorates awarded.

7. Primary Goals of the Graduate Programs in Curriculum are: (l) to promote and execute disciplined inquiry in all sectors of education, (2) to provide service to the state of New York, the nation, and the world in developing the finest possible school systems, (3) to prepare elementary, and secondary teachers in all subject areas and in special education (4) to prepare administrators and supervisors for the public schools, (5) to prepare faculty members and administrators for colleges and universities throughout the world, (6) to prepare administrators, supervisors and coordinators of special programs; (7) to prepare counselors, school psychologists, and reading specialists, (8) to prepare researchers and evaluators in the field of education, and (9) to prepare educators and trainers in the use of technology for educational programs in business, industry, and government.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, Curriculum research publications, size and visibility of the program, and participation of faculty and students in professional groups.

9. Unique strengths of the Graduate Program in Curriculum Studies: Curriculum (interdisciplinary and personalized program and Research Development); faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, research (emphasis on inquiry, extensive research data available, reputation for research, and

national visibility), students (placement and selection procedures), and environment (resources, academic life and libraries).

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Faculty members, thinkers, and investigators work with apprentice graduate students to expand the frontiers of knowledge. Forms of curriculum inquiry taught in different research courses are focused in philosophical, historical, scientific, phenomenological, hermeneutic, ethnographic, naturalistic, theoretical, evaluative, normative, integrative, review, synthesis, deliberative issues in curriculum and teaching matters.

2. Ways to prepare graduate students as curriculum researchers: Recommend all graduate students to take overview courses on research methodologies; initiate graduate students into specific research methods while professors are engaged in a specific kind of research and ask students to enroll in research method courses which includes students from many different programs.

DOCTORAL DISSERTATIONS

Research problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations at Columbia University, Teachers College, January, 1993-June, 1994.

(1) Title: SITE-BASED MANAGEMENT: A STUDY OF SELECTED NEW JERSEY ELEMENTARY SCHOOLS
Author: GLICKMAN, EDWARD J.
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 228
Advisor: HUGHES, JONATHAN

Research Problem: Site-based management (SBM) restructuring represents an effort to reform traditional, centralized, decision-making. Thepurpose for decentralizing decisions is to improve schools bycreating conditions at the school level that increase authority,responsibility, and accountability for teachers, administrators, andparents regarding the effectiveness of school programs. This notionsuggests that by implementing SBM schools will improve becausestakeholders are afforded more control over decisions related tocurriculum, instruction, and student learning conditions. However,despite the theoretical basis for SBM there is no consistent designor methodology for assessing process or outcomes. This research focused on describing frameworks of SBMrestructuring found in nine New Jersey elementary schools. For thepurpose of comparison, the schools were clustered according tocommunity socio-economic conditions. The study examined therelationship between decision-making, design structures, committeestructures, and authority structures using Richard Elmore's modelsfor school restructuring as a framework for comparison. The samplepopulation included school-based teachers, parents, andadministrators. Data were collected and analyzed to compare therelationship of these variables to Elmore's models. The findings werereported according to school cluster. The results of the study found no consistent relationship betweenthe variables for SBM and the Elmore models. The data also failed todemonstrate a connection between process and outcomes; there were noaccountability structures to link decision-making and schoolimprovement. Although one purpose of SBM is to alter authoritystructures, the findings demonstrate the existence of shareddecision-making within the constraints of a traditional bureaucraticstructure. Parents and teachers believed they had decision-makingauthority; yet, they also expressed the belief that principalspossessed the final decision. Parent participation on site-committeesdid not change their traditional relationship with the professionals. The lack of continuity regarding process and outcome among theschools studied revealed a need for a consistent design that could beadapted to local school conditions. As a result, this researchconcludes with a Convergent Model for SBM restructuring thatidentifies the role of participants, suggests a committee structure,and an implementation process that includes support for changingtraditional school governance structures.
Forms of Curriculum Inquiry employed in this dissertation: scientific

(2) Title: AN ANALYSIS OF THE ADOPTION AND IMPLEMENTATION OF COOPERATIVE LEARNING IN A SMALL RURAL SCHOOL DISTRICT (INSERVICE TRAINING)
Author: KOZORA, CHARLES EDWARD
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 186
Advisor: ATKINS, THURSTON

Research Problem: This study utilized the Concerns Based Adoption Model (CBAM) as the framework for the analysis of implementing cooperativelearning (CL) in a small rural school district. The CBAM offered anapproach to screen willing participants while documenting andanalyzing the implementation of cooperative learning by focusing onthe needs of the participants and describing their growth.
Throughout the year of implementation of cooperative learning,the researcher worked in the school system as the superintendent.This study provides a chronology of the data collection proceduresand field research techniques that could be used by anothereducational administrator to implement a similar innovation. The Stages of Concern instrument was administered to the entirefaculty before and after training. Twenty of the twenty-five facultywho were offered the opportunity to participate in the CL trainingchose to. The Level of Use Interview was conducted with all traineesto determine the frequency and degree of use of CL. The study alsoanalyzed variations of CL use by certification areas, documented themost and least helpful aspects of training, compared SoC ofparticipants before and after training, and described teacherreactions to the training. The study indicates that almost every teacher (95%) reachedmechanical use of CL and found that the most helpful trainingactivities were specific examples of CL and participatorydemonstrations. Participant SoC decreased dramatically on the firstfive levels. Initially, participants use CL twice a week andconsidered it in their daily planning. Change is uncomfortable and difficult. Leaders should welcomeconcerns and address them as part of any training program in order toincrease effective implementation of an innovation.
Forms of Curriculum Inquiry employed in this dissertation: ethnographic

(3)Title: TWENTY YEARS LATER: A STUDY OF THE LONG-TERM PERCEPTION OF THE EFFECTS OF PARTICIPATING IN AN OPEN CLASSROOM IN A TRADITIONAL SCHOOL FOR A TWO-YEAR PERIOD
Author: PRINCE-COHEN, NANCY BABETTE
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 182
Advisor: IANNI, FRANCIS A. J.

Research Problem: Forty-four of the original 78 families who participated in an open classroom teaching learning experience housed in atraditional, urban school in 1973-1975 were interviewed.Additionally, the two teachers who participated in the openclassroom, two school administrators, and one member of the kitchenstaff were interviewed. The interviews focused on the questions ofthe individual's perceptions of the effect of the program upon theparticipants, the schools, parental involvement, and the creation ofa community with values and structural consistency. The resultsindicated inconsistent views concerning the questions asked.Consistent perceptions were found to exist between parents andchildren.
Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(4) Title: THE WAYS WOMEN LEAD SCHOOL DISTRICTS IN NEW YORK, NEW JERSEY, AND CONNECTICUT (WOMEN ADMINISTRATORS, LEADERSHIP STYLE)
Author: ROSEN, JANE EHRENBERG
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 213
Advisor: KANE, PEARL R.

Research Problem: This qualitative and quantitative study describes the leadership style of the women school superintendents in New York, NewJersey, and Connecticut, compares them to a male sample, anddescribes the personal and professional attributes of the women wholead school districts. The study replicates the Leadership Study doneby Judy B. Rosener (1990), who used executive women (members of theInternational Women's Forum) and a counter sample of high-achievingexecutive males. The study uses self-report data gathered with aquestionnaire and in-depth personal interviews.

In general, the women in the study did not describe themselves aspredominantly feminine or masculine, but with the characteristics(efficiency, conscientiousness, sincerity, systematic behavior) thatwould be considered gender-neutral. The male superintendents and boththe females and males in Rosener's study described themselves asexhibiting high levels of all three sets of characteristics. Thewomen superintendents (as did the IWF members in Rosener's study)viewed themselves as transformational leaders (they motivate thosewith whom they work by transforming their individual interests into adesire to build organizational goals), but like their malecounterparts, they exhibited transactional characteristics, whichsuggests that both kinds of leadership are used in leading schools.

The female superintendents appear to generate a great deal ofsupport and followership from other females, and they reported theirfemale followers are more loyal, more contributing, more helpful andpossessing more initiative than their male followers (malesuperintendents and Rosener's female and male subjects showed nosignificant differences on followership scales) contradicting thepopular belief that followers tend to prefer male rather than femaleleadership. Generally, the female superintendents (as did the womenin Rosener's study) relied on sources of power stemming from theirexpertise, their personal characteristics, and their ability toreward. The leadership style of the women superintendents that emergedfocused on curriculum and instruction, nurturing ideas and humanresources, sharing leadership and empowering others, a knowledge ofinterpersonal relationships, and a willingness to take time andattend to detail. The women superintendents were high-achievers andself-confidence and high levels of skill in communication andorganizational savvy.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-natural.

(5) Title: RESTRUCTURING THE MATHEMATICS AND SCIENCE CURRICULUM: ELEMENTARY LEADERSHIP TEACHERS' PERSPECTIVES (MATHEMATICS CURRICULUM, COLLABORATION)
Author: AKINS, SONDRA BARBER
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 241
Advisor: ANDERSON, O. ROGER

Research Problem: This investigation used ethnographic research methods to explore the restructuring activities of elementary leadershipteachers during a period of eleven months. The context of the studywas a teacher-led collaborative curriculum development project in arestructuring school district with a multi-ethnic, minoritypopulation.

The purposes of the study were to (a) understand the teachers'perceptions and attitudes related to the restructuring frameworkintended, by the district, to guide the teachers' work; (b) describecontextual features of the restructuring environment; (c) understandthe teachers' views related to student learning outcomes andperformances, teacher roles and attributes; and (d) gain insight ofunderlying beliefs, philosophies, and attitudes that impact theteachers' views.

Findings were reported as five case studies representing theexperiences and perspectives of teachers who had assumed leadershiproles at the school level and maintained a high level ofparticipation in the district's ongoing mathematics and sciencerestructuring initiative. The case studies provide rich descriptionof the restructuring environment and restructuring activities. Suchactivities included general discussions on district restructuringgoals and student outcomes, collaborative curriculum work sessions,and instructional activities in and beyond the classroom.

Analysis of the individual and collective experiences of theresearch participants draws out similarities and differences withrespect to (a) teachers' interpretation of the restructuringframework and conceptual congruence with framework ideas, (b)teachers' perceptions of collaborative curriculum products,curriculum development processes and related activities, (c)behaviors assumed by teachers in the restructuring environment, and(d) learning tasks or student performances targeted by teachers. Common perceptions among subsets of the participants wereidentified and discussed in terms of social and politicalimplications for engendering collaboration. The findings support the importance of engendering collaborationfor restructuring at three levels: a corporate level which reflectsthe shared vision and support of stakeholders (those within theschool system, community, partners, etc.); an intermediate level atwhich common perceptions and understandings can be orchestrated amongsubgroups to positively support restructuring; and a personal levelat which an individual may find mutual support between personal goalsand motivations and the corporate goals and visions.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(6) Title: BELIEFS, SELF-REPORTED PRACTICES AND PROFESSIONAL DEVELOPMENT NEEDS OF THREE CLASSROOM TEACHERS WITH LANGUAGE-MINORITY STUDENTS (TEACHER BELIEFS)
Author: CLAIR, NANCY
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 264
Advisor: ZUMWALT, KAREN KEPLER

Research Problem: An increasing number of language-minority students spend only a portion of their day in the English as a Second Language (ESL)or bilingual classroom because of social, political, pedagogical andeconomic factors. The rest of their day is spent in the regularclassroom, yet classroom teachers are generally not prepared tointegrate these students (Wong-Fillmore and Meyer, 1992; Scarcella,1990; Penfield, 1987). This qualitative study explores the beliefs,self-reported practices and professional development needs of threeclassroom teachers (grades 4, 5 and 10) with language-minoritystudents.

Case histories of the teachers were composed from transcripts ofin-depth interviews, notes from classroom observations and entriesfrom teachers' and researcher journals. The analysis reveals that:(a) the teachers' beliefs towards language-minority students may bebased on hearsay and misinformation; (b) the teachers do not varytheir planning, but frequently vary lesson implementation; (c)selection of instructional practices may be based on naive notions oflanguage proficiency and the demands of the mainstream classroom; (d)the teachers draw on intuitive wisdom because of a lack of preserviceteacher preparation and nonexistent or ineffective inservice staffdevelopment regarding issues related to language-minority students. The implications, targeted to teacher educators, staffdevelopers, teachers and administrators, focus on preservice andinservice teacher preparation, because it is through education thatbeliefs and instructional practices may be treated. First, teachereducators need to embrace a more critical conception of schoolingwhich considers the social, political and cultural realities of

adiverse student population, when creating innovative preservicecurricular designs. Second, inservice staff development regardinglanguage-minority student issues should be context-specific; drivenby the needs and commitments of the teachers and the resources of theschool and community. Third, teachers have implicit responsibilitiesto engage in dialogue, raise issues and collaborate with otherteachers, parents and administrators about the education oflanguage-minority students. Finally, more research focusing onteacher beliefs and behavior, innovative preservice teacher educationand inservice staff development models is needed

Forms of Curriculum Inquiry employed in this dissertation: phenomenological-hermeneutic.

(7) Title: TEACHERS' CONCEPTIONS OF TEACHER LEADERSHIP: A CASE STUDY OF ROCHESTER'S LEAD TEACHER PROGRAM (NEW YORK)
Author: HILL, LYNETTE CASTLEMAIN
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 329
Advisor: DARLING-HAMMOND, LINDA

Research Problem: This study examined teachers' views of teacher leadership through a case analysis of Rochester's Lead Teacher Program. Avariety of voices were sought for the purpose of understandingteacher leadership as it presently exists in Rochester, New York.

In response to the call for teacher professionalism andeducational improvement, policymakers created formal programs ofteacher leadership. These programs may or may not have provided thekinds of opportunities teachers seek, and may or may not have done soin a way that enhances school practices. Secondly, leadershippositions for teachers have been in place in schools for years. Inlight of this information, this study sought to determine how the newroles in Rochester are different from those that have existed andcontinue to exist in schools today.

In addition, this study sought to answer questions regarding howteachers define leadership, how cultural forces affect teacherleadership efforts, and if and how lead teachers influence theircolleagues.

Prior to the case analysis, the study established a theoreticalfoundation grounded in the roots of teacher leadership, and aconceptual framework of formalized programs, and research on teacherleadership. The study's sample was composed of twelve lead teachers and sixinformal teacher leaders, and represents a range of schools and roleswithin Rochester. The methodology employed was multi-faceted innature, using several qualitative methods to gather, triangulate, andpresent the data. Specifically, the data were presented in themes,vignettes and sketches in order to provide a descriptive picture ofteachers' experiences and a definitional portrait of how teachersconceptualize leadership. The findings revealed that Rochester's Program fits teachers'conceptions of leadership. Among the factors teachers found mostpositive were having opportunities to: (1) create their own roles;(2) maintain classroom responsibilities; and (3) influence theircolleagues' practice. The findings also revealed the challenges: (1)balancing the "expert-colleague dichotomy"; (2) juggling variedresponsibilities; (3) developing methods for reaching adultseffectively; and (4) eliciting administrative support. Finally, theteachers explored possibilities for how to lead more efficiently inorder to have a greater impact upon the educational experience of thestudents in the Rochester City School District.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(8) Title: FREIRE, NAVAJOS AND VIDEOTAPE: A FREIRIAN-BASED VIDEO CURRICULUM FOR NAVAJO HIGH SCHOOL STUDENTS
Author: INLANDER, S. ROBIN
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD Date: 1993 pp: 264
Advisor: MCCLINTOCK, ROBERT

Research Problem: This dissertation describes the process of developing, implementing and evaluating a video production curriculum, groundedin the theory and practice of Brazilian educator, Paulo Freire, forNavajo students attending a Bureau of Indian Affairs (BIA) highschool on a small reservation in the Southwest. The study covers afive year period beginning in fall 1986 and continues through fall1991.
The catalyst for this study was the at-risk factors in thecommunity as indicated in statistics on morbidity and mortality, andthe hopelessness I observed in the students' behavior whileimplementing an earlier video production class I designed. One focusis the development of Freirian conscientization in the students,school and community; the other is the effect of this process formyself, as an Anglo teacher and Navajo students. The design of the study incorporates Freire's dialectical processof conscientization and his spiraling technique of listening,dialogue and action. The research approach requires the collaborationof the participants and the researcher in problem identification,action and evaluation. The evaluation component is interpretive ofobservational and anecdotal information and of statistical data inthe first year. The results of this study confirm the high motivational impact ofvideo technology, show mixed achievement of conscientization in thestudents, and identify a diffusion of the Freirian principlesthroughout the high school that is just beginning to be observed inthe community. This study also illustrates the transformationalimplications of the Freirian approach for the practitioner. The conclusions of this dissertation indicate the appropriatenessof this particular critical pedagogy for Native American youth in the1990's, the generalizability of this curriculum to other youth,issues related to co-operative methods of inquiry, and questionsgenerated by this study which demand further student.
Forms of Curriculum Inquiry employed in this dissertation: historical-action research

(9) Title: COOPERATIVE LEARNING AND SCHOOL MANAGEMENT: A CASE STUDY OF TWO SCHOOLS
Author: KASTELIC, ROBERT L.
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 171
Advisor: ZUMWALT, KAREN KEPLER

Research Problem: Implementing innovative program models is a continuing practice within the field of education. Some schools implementprograms that are incongruent with already existing program models.Little research has been done regarding teachers' perceptions aboutcongruence between teaching the cooperative learning model in theclassroom and the management practices of the school.
This is a case study of two schools which employ the Johnson andJohnson cooperative learning model. This particular model placesemphasis on the social skills of cooperation to achieve common goals.One of the selected school sites is managed in a traditional top-down(boss) management model. The other school employs a site-baseddecision making (SBDM) model. The SBDM model is intended to placeauthority and give power in decision making to the people thedecisions affect. Eight selected teachers, four from each school,volunteered to be observed implementing the cooperative learningmodel. After the classroom observations, each selected teacher wasinterviewed using a designed and piloted questionnaire. Theinterviews were intended to include teachers' perceptions

regardingcooperative learning, program implementation, school management,congruence of program models and usage of cooperative skills beingpromoted in the classroom and school management. The teacherresponses are reported in narrative summaries.

Findings indicate that all of the teachers valued cooperation andcooperative learning. Teachers at the traditional managed schoolpresented a technical and precise cooperative model. Teachers at theSBDM site employed a more constructivist approach. How both schoolsimplemented the classroom model is similar to how cooperative skillswere perceived at the management level. Congruence was found not inobjectives of the models but rather, in the contextual nature of thesite and adaptation of the model.

The findings do not attempt to establish a causal relationshipnor, to formulate a conclusive theory of all schools usingcooperative learning or SBDM models. The intent of this study is topromote further interest and investigations into teachers'perceptions regarding the congruence of program models beingimplemented in schools.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological-hermeneutic.

(10) Title: SUSTAINABLE DEVELOPMENT: AN EMERGING PARADIGM FOR SECONDARY CURRICULUM (ENVIRONMENTAL EDUCATION, (ECOLOGICAL,ECONOMICS, MULTICULTURALISM, CURRICULUM DEVELOPMENT)
Author: LAWRENCE, OTTO RALPH
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 604
Advisor: WILLIAMS, LESLIE R.

Research Problem: This study was designed to ascertain the implications of the accelerating global ecocrisis for education. It focuses on theconcept of sustainable development which permeates the 1987 report ofthe UN World Commission on Environment and Development. It presents aframework of fundamental concepts for the organization of secondarycurricula in six areas: ecological, economic, social, political,cultural, and ethical.

To identify and define these concepts an analysis of coreliterature was made using Berelson's Categories of Content Analysisfollowed by an in-depth evaluation of global curricula in the UnitedStates, Canada, and Britain utilizing the Metfessel-Michael model, avariation of the Tylerian. Further analysis was carried out through areview of a survey of sustainable development in education conductedby Global Coalition for Tomorrow in 1990, applying the JaegerChecklist for Survey Evaluation. A questionnaire submitted to selectpresenters at the regular UN briefings of Non-governmentalOrganizations and at conferences/seminars at various institutionsthrough New York City over 1990-91 including Teachers College,Columbia University was also critiqued.

These concepts, directed to developers of curricula guidelines atthe state/provincial level, call into question many of the tenetsunderlying Western Society, especially the economic system, nationalsovereignty and security, environmental norms, and treatment ofdeveloping countries. These concepts demand major shifts incurriculum orientation for secondary education.

The study suggests the need for a more holistic approach tocurriculum development. In light of the interdisciplinary nature ofthe knowledge of the planetary ecological system now unfoldingthrough sophisticated scientific research, fragmentation is no longerdefensible. This is particularly true of science, where separation ofthe physical and life sciences still prevails. Neither can thedivision between these disciplines and the social sciences beperpetuated. The widely acknowledged connection between the ecologyand the economy as pointed out in the study affirms the urgent needfor promotion of ecological economics. To effect these challenging changes, permanent liaison ofeducators with their governmental colleagues, universities, the UN,and Non-governmental Organizations will be obligatory.

Forms of Curriculum Inquiry employed in this dissertation: philosophical.

(11) Title: A STUDY COMPARING TWO METHODS (TEACHER DIRECTED SKILLS AND COLLABORATIVE) OF TEACHING READING COMPREHENSION TO COLLEGE READING IMPROVEMENT STUDENTS IN A CUNY FOUR YEAR COLLEGE (REMEDIATION, NEW YORK CITY)
Author: MASON, RONALD B.
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 207
Advisor: GRANNIS, JOSEPH

Research Problem: This study investigates whether the collaborative teaching method or a skills based method is effective for a college remedialreading population. It identifies characteristics of those studentswho are most and least successful with each approach.

The primary purpose of this study was to find the best method forteaching students to read better and faster.

Four classes of approximately thirteen students each took part.Participating students had failed the Descriptive Test of LanguageSkills which was the pre and post reading proficiency test used.Students were able to decode with fluency as determined by the Lovittand Hansen criterion administered on an individual basis beforecourse registration. During the first week of class, the Stanford Diagnostic ReadingTest was administered to insure proper placement into the reading labmaterials. Ten hours per semester of practice in the lab was requiredof each student. Two classes, one employing the collaborative and the other theteacher-led skills method were taught by each of two instructors. Thetwo classes using the collaborative method used two novels: DownThese Mean Streets and Kindred, while the skills classes used TheReading Skills Handbook. The quantitative component of this study found that one methodwas no more effective than the other at assisting students to passthe Descriptive Test of Language Skills. Teacher A was moresuccessful with each method than Teacher B. Those students who scoredhigher using each method tended to speak English as their primarylanguage and to be from families with higher socio-economic profiles. The qualitative component of this study addressed teacherdifferences. The two teachers were observed to use differentclassroom activities and teaching techniques. Though the implementation of this study was imperfect, thequalitative components revealed valuable information about teacherdifferences and insights as to how those differences might haveimpacted results. The findings of this study provide insight into how we can makecollege reading improvement programs more effective and efficient.

Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(12) Title: TEACHING WRITING AS A SOCIAL ACTIVITY. A FIVE-PART INTEGRATIVE APPROACH (FPIA): USING WORDPROCESSING, INTERACTIVE COMPUTING--REALTIME WRITER (RTW), WRITING AND LITERACY THEORIES, AND PEER TUTORING (REALTIME WRITER, INTERACTIVE COMPUTING, WORD PROCESSING)
Author: SMITH-HOBSON, SHEILA ELIZABETH
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 144
Advisor: KLEIFGEN, JO ANNE

Research Problem: The Five-Part Integrative Approach (FPIA) is a method to assist basic writers in college composition classes. It is designedespecially for use with those for whom English is a second languageor a second dialect, and for whom traditional methods of instructionhave proved ineffective. FPIA consists of wordprocessing, alocal-area networked computer system--Realtime Writer (RTW),composition theories that see writing as a social action, literacytheories that assert learning occurs through collaboration, andtrained peer tutors. FPIA's development and implementation isdescribed here; included is an ethnographic-styled study whichdocuments the collaboration on RTW of a peer tutor and threestudents.

Three questions guided the study. (1) How does a local-area,networked computer system, such as RTW, contribute to collaborationamong basic writing students? (2) How does the addition of a trainedpeer tutor to RTW contribute to collaboration among these students?(3) How do the above events contribute to student writing? Data collection included (1) RTW printouts of the students' andtutor's dialogues, (2) fieldnotes of RTW classes, (3) participantwriting samples, and (4) interviews with the tutor and threestudents. Analytical procedures consisted of a content analysis ofthe texts, fieldnotes, and interviews for evidence of collaboration.The data were then compared and contrasted to test their quality andconsistency. Study results indicated RTW contributed to collaboration in thatstudents learned to ask and formulate questions, to attend closely todialogue, and to make connections between ideas. In addition, on RTWand in their writings, students emulated techniques used by the tutorto stimulate, order, and focus discussion. Tutor strategies included(a) careful attention to what students were saying, thus helpingstudents to focus, and (b) the ability to critically analyze RTWdialogue, and to shape and form dialogue with students who may notunderstand the importance of discussion about their writing. Studentsalso developed new writing strategies. They wrote frequently in theirown voices, using primary as well as secondary sources. Theirlanguage was more succinct, a result of discovering audience,learning to clearly state positions, and to define meaning.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(13) Title: PROMOTING STUDENT THINKING FROM THE PRACTITIONER'S POINT OF VIEW: TEACHERS' CONCEPTIONS, ATTITUDES AND ACTIVITIES (THINKING SKILLS)
Author: YILDIRIM, ALI
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 265
Advisor: ZUMWALT, KAREN K.

Research Problem: The literature on teaching thinking indicates that the attempts to promote student thinking are dominated by content- andskill-based conceptions of thinking. However, an attempt tounderstand practitioners' conceptions of thinking is generally absentin these efforts and in the literature. Using a survey questionnaireand an interview schedule, this study investigates teachers'conceptions of thinking, and whether these conceptions are related totheir attitudes toward teaching thinking and practices in theclassroom.

The survey results based on 285 questionnaires completed by NewYork State public school teachers indicate that most teachers (75.4%)are both content and skill oriented in their approach to thinking.Only 15.1% present a clear skill orientation and 7% present a clearcontent orientation.

Thinking orientation is significantly related to teachers'subject area and sex. A clear skill orientation is more likely to befound among mathematics, science and general elementary teacherswhile a clear content orientation is more likely to be found

amongEnglish/language arts teachers. Female teachers are more likely to beskill oriented than male teachers.

Regardless of the orientation, teachers see improving studentthinking as an essential responsibility of schools and teachers. Mostbelieve that student thinking can be improved in the classroom andare interested in learning more about teaching thinking.Skill-oriented teachers appear to be more enthusiastic about teachingthinking than those with a mixed or a content orientation. Themajority have a positive perception of their subject area ascontributing to thinking. Although some teachers find improvingstudent thinking difficult, the majority are not concerned about lossof control in class and delay in the progress of a lesson when theyfocus on student thinking. Barriers to promoting thinking in classare perceived to be primarily student related such as students'concern about passing tests and lack of confidence in their ideas.Teachers present significant differences in their attitudes towardteaching thinking by subject area, grade level, sex, teachingexperience, educational background and training in teaching thinking. Teachers use content-based activities more often than skill-basedactivities to promote student thinking in the classroom. Subjectarea, sex and training in teaching thinking are significantly relatedto the frequency of using these activities. However, teachers in thethree thinking orientation categories do not present any significantdifferences in using content- and skill-based activities.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic naturalistic

(14) Title: A COMPARISON OF THE ROLES OF EARLY CHILDHOOD TEACHER AND MOTHER (TEACHERS)
Author: SPINELLI, LYDIA MARIE ACCHIONE
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 213
Advisor: WILLIAMS, LESLIE R.

Research Problem: The purpose of this study was to offer a beginning clarification of the similarities and differences in the roles of theearly childhood teacher and mother.

Two women, holding the dual roles of mother and teacher of 3- to4-year-old children were videotaped for four 2-hour sessions at homeand four 2-hour sessions in school. Two women who were teachers ofthe same aged children but not mothers were videotaped for four2-hour sessions in school. Two women who were mothers of the sameaged children but not teachers were videotaped for four 2-hoursessions at home. Content of teaching interchanges was noted.Subjects were interviewed and asked to fill out continuum scales onthe roles.

Coding and analyzing the videotapes resulted in no significantdifference in the amount of time early childhood teachers and mothersspent teaching, although there were differences in the content of theteaching interchanges and the type of teaching, with the teachersgiving directions more and explaining processes and procedures more,including turntaking. Mothers imparted more knowledge and informationand talked more about manners. Teachers spent more time using controltechniques than mothers, and the specific techniques more often usedwere calling for attention, warning of future behavioral expectationsand presenting behavioral expectations, including mentioning logicalconsequences. Teachers spent more time than mothers talking to otheradults regarding the children, and mothers spent more time thanteachers engaging in activities or conversations not related to thechildren. Additional similarities and differences in the rolesemerged from the interviews. The skills involved in each role weredescribed.

The continuum scale analysis indicated that the subjects believethat the mother's role involves greater attachment to the child thanthe teacher's, with a higher intensity of feelings, more partialityand emotionality. The mother's interactions with the child are

morespontaneous and the teacher's are more intentional. A better understanding of the skills involved in these roles mayhelp society to value them more. More careful delineation of thesimilarities and differences in these roles may improve theprofessional standing of early childhood teachers and benefitchildren.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(15) Title: THE LEARNER AT THE CENTER OF CURRICULUM: A CASE STUDY OF THE PROCESS OF DEVELOPING A LEARNER-CENTERED CURRICULUM AT THE BRONX NEW SCHOOL (NEW YORK CITY)
Author: FALK, BEVERLY
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 381
Advisor: LIEBERMAN, ANN

Research Problem: This study examines the process of developing a school-wide, learner-centered curriculum during the initial threeyears of a small, public, New York City elementary school of choice.

Conducted as a qualitative, naturalistic inquiry, it is reportedin three interrelated narratives, which together offer a definitionof learner-centered curriculum. The narratives tell a story of thedevelopment of classroom curriculum, a story of the development ofassessment practices and accountability systems, and a story of thebuilding of a school-wide community. They are based on data collectedover a period of several years from field notes of observations, frominterviews, and from close examination of student work and schooldocuments.

This study identifies both classroom and school-wide structuresthat support a learner-centered curriculum. It provides illustrationsof how learners' interests, needs, strengths, and individual learningstyles can be recognized, respected, and utilized in the creation ofcurriculum. It points to the critical role that authentic assessmentcan play in shaping curriculum development and informing teachingpractices. It identifies the need for reflection, collaboration,time, and support that adults in the school experience when theyrecognize themselves as learners. It provides insight into thetensions that arise when fundamentally new conceptions are institutedin the life of a community.

This study defines learner-centered curriculum as a way ofthinking about teaching and learning that is manifested throughoutthe actions and attitudes of an entire school. This way of thinkingis present not only in classroom curriculum frameworks, but inassessment systems, school structures and policies, and the valuesembedded within them all. It includes recognition of the followingelements as essential to supporting teaching and learning:Connections to real life experience; celebration of diversity inmultiple ways; support for the ongoing nature and needs of the growthprocess; conversation and dialogue in context of community; andrecognition of problems as prospects for learning.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(16) Title: SPATIAL-VISUAL THINKING AND THE GIFTED AND TALENTED CHILD: A THEORY OF INSTRUCTION AND A FRAMEWORK FOR CURRICULUM DEVELOPMENT
Author: SPIELMAN, BERTHA
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 220
Advisor: BORLAND, JAMES H.

Research Problem: The inclusion of the spatial-visual elementary school

child within the program for the gifted has been addressed in thispresentation. The predominantly verbal instructional emphasis placesthis child at a disadvantage. The research studies have indicated aninformation processing variance between the verbal encoders and thevisual encoders. To achieve these results, the testing content wasdependent on the use of geometric manipulatives, geometric contentand the use of verbal and non-verbal strategies.

In view of the dearth of studies with an elementary school giftedsample, case study profiles of prototypical gifted adults werereviewed. These adults include Darwin, Einstein, Feynman, Mandelbrotand Pauling. The emphasis in these profiles was on their childhoodexperiences and affinities as they were or were not nurtured in theeducational context. Cross-cultural studies with elementary schoolstudents indicate the importance of contextual cultural experiencesas these experiences are reflected in the assessment ofspatial-visual thinking.

New perspectives emerged in the nature of the delivery andassessment of spatial-visual content. The delivery of this aspect ofthe teaching and learning process needs to be in a visual andhands-on experience environment. The assessment instrument must bedefinitive in addressing content that is Euclidean or topologicalgeometry and the child must have experienced these geometries.

A theory of instruction and a framework for spatial-visualcurriculum that is articulated for grades kindergarten to grade 6 ispresented. By providing all elementary school children with aspatial-visual curriculum, the spatial-visual child will experienceachievement and recognition of his or her modality and the analyticchild will understand another mathematical approach. Standardizedassessment instruments, evaluating the full gamut of classroominstruction, needs to be viewed from the Complete Battery Total aswell as the proclivity of the student as evidenced in the grouping ofthe subtest scores. Educators on every rung need to dignify spatial-visualization asan equal in the pantheon of curriculum areas with reading, math andscience.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-normative.

(17) Title: THE ROLE OF AN ADVOCACY DESIGN CENTER IN PATERSON: A PARADIGM FOR CREATING SCHOOL COMMUNITIES (NEW JERSEY, COLLABORATION)
Author: TRAVAGLINI, JUDITH ANN
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 229
Advisor: SMITH, FRANK L.

Research Problem: This study examined and chronicled the attempted implementation of a shared governance model of decision making thatwas introduced to the Paterson Public Schools via a collaborationbetween Teachers College, Columbia University and the Paterson SchoolDistrict, the essence of which concerned authority and expertise.

The study was conducted in four of the schools in the PatersonSchool District. These schools had been named as the schools most inneed of intervention as a result of poor test scores on statemandated exams. The goal of the study was to establish a new sense ofcommunity among the participants involved via the planningprocess--that is, to replace a rational model of planning with aninteractive one.

The collaboration included a number of Columbia Doctoralstudents, together with professors at the university, engaged indiscourse and planning with the Paterson Schools' Administrators andschool staffs. The Columbia Team constructed a framework of 29questions, which were designed for all participants to utilize,regardless of prior knowledge, and would assist them in the processof designing their school's instructional

program. It was thecontention of the researchers that using the framework created by theColumbia Team, together with the employment of a democratic processof decision-making, the product yielded would reflect the schoolcommunity's needs.
This document reccunts the events that took place, together withthe reflections of this researcher's observations as anobserver-participant in this collaboration.
Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(18) Title: TOWARDS CREATIVE TEACHING: THE LIFE AND CAREER OF LAURA ZIRBES, 1884-1967 (ZIRBES LAURA, OHIO, PROGRESSIVE TEACHING)
Author: REID, TONY

Degree: EDD pp. 345
Advisor: KRIDEL, CRAIG

Research Problem: Laura Zirbes, perhaps the best-known elementary educator of her day, was a professor at Ohio State University from 1928 until1954. Prior to that she taught elementary school, had worked at theLincoln School, and had received her PhD from Columbia UniversityTeachers College.
The purpose of this study is to examine the life of a woman whomade remarkable contributions to education. As a biography, it allowsus to see how Zirbes' personal philosophy influenced her educationalphilosophy, and how in turn she tuned her whole life to hereducational philosophy. It has used 300 previously undiscoveredletters written by Zirbes. Interviews with 42 friends and colleaguesprovided further insight, as did tape recordings of 14 of Zirbes'speeches. An index, including 284 names, serves as an aid to furtherresearch.
This study concludes that Zirbes' greatest contributions came asa teacher. At Ohio State she founded the University School as alaboratory so teachers could observe how progressive teaching worked.She established the elementary teacher education program and taughtthousands as she would have them teach, using a moderatechild-centered philosophy but never a fixed method.
Zirbes was also an experimenter, in the scientific mode of JohnDewey and Edward L. Thorndike. Her early experiments withindividualized instruction and grouped reading instruction werepioneered those approaches. She constantly applied new technology toeducation. She contributed to the Action Research movement in the1950s, and her work on Language Experience and writing as a processforeshadowed the Whole Language movement 40 years later. She led theway in studying how to enhance creativity, both in students and inteachers.
Finally, Zirbes loved professional organizations. Studying her,we learn more about the history of the Progressive EducationAssociation, whose executive board she belonged to for 12 years.Later she played important roles in the Association for Supervisionand Curriculum Development and in the Association for ChildhoodEducation International. She was a popular speaker at conventions,and wrote over 200 articles and books, the most notable being Spursto Creative Teaching (1959).
Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(19) Title: HIV/AIDS POLICIES AND PROGRAMS IN SELECTED HIGH-IMPLEMENTER SCHOOLS IN NEW YORK STATE (IMMUNE DEFICIENCY)
Author: DAMES, MARGARET FIORDALISI
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 198

Advisor: ORR, MARGARET T.

Research Problem: Acquired Immunodeficiency Syndrome (AIDS) continues to be the most serious public health crisis facing the nation. Althoughninety percent of New York State schools have adopted a district andschool AIDS policy and report providing age-appropriate education,the state has the highest incidence rate of AIDS cases among youngpeople in the United States. Since the state is proactive andprogressive in dealing with the AIDS health issue among young adults,it is important to understand why the number of youths with AIDScontinues to increase.

A plethora of research describing the worsening of the AIDSepidemic focuses on the extent to which HIV and health educationpolicies and practices are required by school districts; some studiesexamine the curriculum by grade level; very few studies examinedistrict and building level response to the curriculum. Largelyoverlooked are factors facilitating successful implementation of theAIDS policy. This study extended the research on AIDS in education byfocusing on which factors school districts perceive as contributingto the implementation of the AIDS policy at the building/districtlevel.

The research included an in-depth follow up to a statewide surveyby MAGI Educational Services and the New York State EducationDepartment (Bureau of School Health) of implementation strategies inHIV/AIDS education programs in a random sample of 650 schools. First,a cross-sectional questionnaire survey identified the high programimplementers of HIV/AIDS education (exclusive of New York City andthe five biggest school districts). Using MAGI's findings, sixsecondary schools were selected for in-depth study to identifyfactors responsible for successful implementation of the HIV/AIDSprogram. Data were collected to answer four research questionsfocused on compliance, comparison with the State aggregate,exploration of progress and assessment of program efforts.

Certain common factors emerged which warrant further explorationabout their impact on the implementation of HIV/AIDS education:program planning, HIV/AIDS curriculum, student programs, and emergingissues of students' participation, multi-strategies classroominstruction, in-service for staff, and parent community involvementin the HIV/AIDS education program.

Forms of Curriculum Inquiry employed in this dissertation: philosophical.

(20) Title: DATA BANK II: CASE STUDIES OF OUTSTANDING PHYSICAL EDUCATION PROGRAMS (CASE 2)
Author: BUTLER, LAWRENCE FRANCIS
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 329
Advisor: ANDERSON, WILLIAM G.

Research Problem: This case study was part of a larger research project known as the Data Bank II Research Project. The Data Bank II ResearchProject consisted of five doctoral students each studying a differentpublic school district's physical education program. The purpose ofthis case study was to identify and describe the outstanding featuresof an outstanding K-12 physical education program in a public schooldistrict. A second purpose was to identify those enabling factorsthat contributed to the outstanding program features and learn howthese factors developed and continued to be maintained. One highschool, one middle school, and three elementary schools were studied.Qualitative research methods were used. Data were collected via:formal and informal interviews, live observations of classes, anddocument analysis (school curriculum, physical education curriculum,lesson/unit plans). The major portion of the case report focused onthe schools, the teachers, the development of the program,

thecurriculum plan, the instructional program, contextual factors, andauxiliary programs. In addition, this investigator completed across-case analysis on the topic of administrative support based onselected data from the five case studies.

Four outstanding features were identified in this district:exceptional gymnastics units, cooperative field days, pervasivenessof quality instruction at the middle school, and effective classmanagement. In addition, twenty-two enabling factors were identifiedwhich contributed to the development and maintenance of theseoutstanding features. Two themes emerged from the data as well asseven types of administrative support. The two themes, teachercommitment and administrative support, were closely linked andinterwoven. The types of administrative support for physicaleducation that were demonstrated by the directors' of physicaleducation and the building principals included: trusting the teachersand seeking their input, encouraging professional development,solving problems, supporting and coordinating specialevents/projects, developing and supporting helpful policies, keepingthe teachers informed, and obtaining financial support.

Comparisons were made between the findings in this outstandingprogram and the related literature.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(21) Title: EFFECTS OF A SCHEMA-BASED INSTRUCTIONAL PROGRAM ON LEARNING-DISABLED, JUNIOR HIGH SCHOOL STUDENTS' COMPREHENSION AND RESOLUTION OF REAL-LIFE PROBLEMS PRESENTED IN TEXT (SCAFFOLDING, PROBLEM-SOLVING)
Author: HANDLER, BETH ANN
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 332
Advisor: WILLIAMS, JOANNA P.

Research Problem: This study examined the effectiveness of materials and methods designed to facilitate learning-disabled (LD), urban juniorhigh school students' ability to generalize skills gained in thecomprehension and resolution of novel real-life problems presented inthree types of narratives: mystery, comprehension, and decision.Direct schema-based instruction was provided embedded in ascaffolding procedure adapted to include rehearsal strategies,underlining, multi-sensory techniques, andquestion-answer-relationship training.

In two private day schools, groups were formed matched on readinglevel, age, and I.Q., and assigned randomly to the instructional ornon-instructional condition. The instructed condition included 15students and the non-instructed condition included 14 students. Thefive-member instructed groups were given 10 instructional sessions,each of which lasted 30 minutes.

A pretest-posttest, two-group design was used to test thehypotheses. The students were to demonstrate their problem-solvingabilities by writing responses to questions pertaining to thenarratives in the pretest and posttest (which were similar inframework but different in content from the narrative in theinstruction). The students were also expected to correctly sequencethe problem-solving steps of the comprehension narrative which hadbeen listed out-of-order. The written responses were then determinedto be correct or incorrect by the researcher and a trainedindependent rater using a scoring key established prior to the study.The two scorers of the protocols were blind regarding the subject'sgroup condition. The results of the pretest and posttest werestatistically analyzed.

The instructed students significantly improved in thecomprehension and resolution for each narrative type with and withoutadjunct schema questions present as cues. The

instructed group alsosignificantly improved in the identification of the schema componentsof the comprehension and decision narratives, and sequencing of theproblem-solving steps for the comprehension narrative. Thenon-instructed group demonstrated no improvement. These resultsdisprove prior assumptions that learning-disabled students cannotinternalize a variety of schemas and apply them in appropriatesituations required for proficient reading comprehension and socialdevelopment (Kronick, 1988; Stein & Goldman, 1979).

Forms of Curriculum Inquiry employed in this dissertation: scientific

(22) Title: DESIGN AND QUALITATIVE EVALUATION OF A SMALL-SEMINAR CURRICULUM UNIT FOR UPPER LEVEL HIGH SCHOOL STUDENTS STUDYING THE OZONE LAYER DEPLETION HYPOTHESIS: IMPLICATIONS FOR EFFECTIVE CONCEPTUAL CHANGE
Author: BLEAKLEY, KEVIN JAMES
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 300
Advisor: YASSO, WARREN E.

Research Problem: The ozone depletion hypothesis is an important topic for study by secondary science students. An investigation, primarily ofstudent understanding of the chemical concepts relating tostratospheric ozone formation and destruction was conducted in 1991as a pilot study at an independent, college-preparatory school in NewYork City. A seminar format was used with eight, eleventh and twelfthgrade students. In 1992 revised resource booklet and teacherdemonstrations were used in a similar seminar format with fivestudents to gather more detailed information on effectiveness of theresource booklet, demonstrations and seminar setting in bringingabout conceptual change.

Research on the chemistry of the reactions by which ozone iscreated and destroyed in the upper atmosphere was undertaken by theinvestigator so that accurate, up-to-date information could betranslated into a curriculum unit understandable by high schooljuniors and seniors who had studied basic chemistry for only oneyear. The revised resource booklet was of sixty-nine page length andcontained relevant information of the chemistry of ozone creation anddestruction plus the biological consequences of ozone depletion. Itwas designed for use in four, forty-minute class periods in a seminarsetting. The resource booklet explored 130 of chemistry, physics andbiology concepts, that are needed for an in-depth understanding ofozone depletion and its global consequences. It was designedaccording to research findings about effectiveness of writtenmaterials in causing cognitive change. The method chosen to revealthe changes in students' understanding was the analysis of thetranscripts of the seminar discussions. Post-seminar interviews withstudents revealed that the resource booklet was an effectiveinstrument for consolidating chemistry concepts learned in previouscourses and in providing new concepts unique to the ozone depletionhypothesis. They also showed that demonstrations proved to be theinitiators of fruitful discussions. The small-seminar format provided an excellent educationalsetting in which the impact of the content learned during theseminars on scientific misconceptions could be investigated. Afavorable attitude to the importance of the ozone layer and humanimperatives to reduce the ozone layer depletion was developed throughparticipation in the seminars.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(23) Title: CAREER EDUCATION FOR STUDENTS WITH MILD MENTAL RETARDATION AT THE JUNIOR HIGH LEVEL IN THE TAIWAN AREA (CHINA)

Author: CHEN FU, SHIOU-MEI
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD Date: 1993 pp: 144
Advisor: MITHAUG, DENNIS E.

Research Problem: This study assessed the opinions of professionals and parents about their school's current curriculum, about careereducation, and about infusing career education into the regularcurriculum for students with mild mental retardation at the juniorhigh level in Taiwan area. The target population included 279 BureauDirectors of Education, school principals, special educationdirectors, special education teachers, and parents who were randomlyselected from 95 junior high schools and five educationaladministration areas. They responded to a 40-item questionnaire thatassessed opinions about the value and feasibility of career educationfor junior high students with mild mental retardation.

The findings indicated that: (1) all five groups held negativeopinions about the current curriculum and positive opinions aboutcareer education and infusion; (2) the geographic location andeducational background of several groups related significantly totheir opinions about the need for curriculum change; and (3) lack ofteacher training, lack of equipment and lack of funds were frequentlycited as the most significant barriers to implementing careereducation.

Forms of Curriculum Inquiry employed in this dissertation: philosophical-evaluative.

(24) Title: INSTRUCTIONAL INTERVENTIONS FOR MAINSTREAMED STUDENTS WITH LEARNING DISABILITIES: GENERAL EDUCATION TEACHERS' PERCEPTIONS

Author: KAPLAN, SHARON
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 139
Advisor: FLEISCHNER, JEANNETTE E.

Research Problem: Given the direction of current reform efforts it appears that general education teachers will continue to assume greaterresponsibility for providing instruction to students with learningdisabilities. Success of these students in the mainstream will beinfluenced not only by support and acceptance from general educationteachers but by the effectiveness of instructional planning. That is,it will be necessary for general education teachers to plan, arrange,adapt or modify curriculum and instruction for students with learningdisabilities in their classrooms.

This study investigated the perceived abilities of generaleducation teachers, in New York City, to implement instructionalinterventions for a mainstreamed student with mild learningdisabilities. This research design called for the development of acomprehensive list (n = 14) of teaching behaviors based upon a casestudy of a student with identified learning disabilities. Through aquestionnaire, data from elementary and intermediate level teachers(n = 171) indicated whether they would, or would not, implement aparticular instructional intervention. If they were not able toimplement a strategy they were able to select a primary factor thatprevented its use. General education teachers perceived themselvescapable of implementing 11 out of the 14 strategies includingdeveloping cooperative learning groups, collaborating with studentand parent, monitoring and providing feedback during instruction andadapting tasks to the student's reading level. They perceivedthemselves unable to adapt the pace of the lesson. General educationteachers identified "too time consuming" and "not fair to otherstudents" as the primary reasons for not implementing a specificintervention. This study has implications for pre-service, in-serviceand field-based preparation for general education teachers.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological

(25) Title: EARLY EXPERIMENTS IN SCHOOL TELEVISION PRODUCTION: LARCHMONT - MAMARONECK, NEW YORK (1965-1975) TV
Author: MOODY, KATHRYN CURRIER
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 194
Advisor: SLOAN, DOUGLAS

Research Problem: The manuscript describes early experiments using television cameras (studio and portable), videotape, and other formsof media to create and transmit televised messages in the MamaroneckPublic Schools during the period 1965-75. The district, comprised ofLarchmont and Mamaroneck, N.Y., in lower Westchester County, is about30 minutes from New York City.

A donated television camera (1962) and a subsequent New Yorkstate grant (1966) enabled one of the district's elementary schoolsto develop a television studio and later wired all the schools in thesystem for closed circuit TV (CCTV). What distinguished thepedagogical path of the Mamaroneck Schools from the relatively fewothers using television at the time was its emphasis on "process"over "product." Using television as a "process tool" was thought tohelp participants to understand the medium while learningcommunication skills and promoting self esteem.

A grant from the Ford Foundation (1970) to the Center forUnderstanding Media (CUM) funded a year-long teacher training projectbased in the Mamaroneck Schools which were chosen for their diversityof student population and for the eagerness of the staff toparticipate. Workshops included instruction in how to communicate viaSuper-8 film, portable (1/2") TV cameras, studio television utilizing(at the time 1" tape), and still photograph cameras. Specific chapters describe the ambiance of the 1960s, the localcommunity, the educators' rationale for developing media skills instudents and teachers, and selected video projects in the elementary,junior high, and high school. The media programs tended to enablestudents to find new relevance in school life, introduce a greaterdegree of experimentation, provide new avenues for the visual-tactileaptitudes, as well as help develop self-esteem and critical viewingskills in participants.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

26) Title: THE EFFECTS OF MULTIMEDIA PRESENTATION FORMATS ON THE MEMORY OF A NARRATIVE
Author: OTTAVIANI, BARBARA FIELDS
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 247
Advisor: BLACK, JOHN

Research Problem: A multimedia presentation combines the inherent media attributes of different electronic technologies to produce a messagewhich uses the auditory/verbal and visual/pictorial channels ofinformation processing. Just as the choice of a medium is importantto how a message is received and understood, so too is the choice ofthe format of presentation within that medium because of the possibleeffects it may have on the perception and ultimate understanding ofthe message. Research on the interplay between the auditory/verbaland visual/pictorial channels of information processing suggests thatunderstanding is determined not only by the clarity of the messagebeing presented, but also by the associations made between the twocognitive channels during processing.

In this study, four types of media formats were investigated:talking head, voice-under-text, voice-under-video and multiformat (acombination of talking head, voice-under-video and text). Sixty-foursuburban middle school students were shown four narrative stories ineach of the four formats. The four stories were exactly the sameexcept for the format of presentation. The subject's memory for thenarratives was tested through verbal recall, forced choicerecognition and a spatial task. Format of presentation was shown tosignificantly influence verbal recall for the narrative as well asforced recognition of the information within the stories. The spatialtask data was inconclusive. The formats which showed the greatestinfluence on memory were voice-under-video and multiformat. It isinferred from the findings in this experiment that the interplaybetween the visual and verbal stimuli in the voice-under-video andmultiformat styles of presentation facilitate cue elaboration whichresults in greater memory.

Forms of Curriculum Inquiry employed in this dissertation: scientific.

(27) Title: INSTRUCTIONAL LANGUAGE IN TEACHING GROUP FOOD PREPARATION TO ADULTS WITH MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES
Author: BUDDE, MARK J.
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 164
Advisor: RIGRODSKY, SEYMOUR

Research Problem: The purpose of this study was to investigate the oral language used by instructors when teaching food preparation skills togroups of adults with mental retardation and to describe aninstructional approach focused on the language used when conductingsuch activities. Three groups of adults with mental retardation andtheir instructors from a day treatment program were audio- andvideo-taped during weekly food preparation activities. A total offive different activities were analyzed. The instructors' utteranceswere transcribed and coded with regard to the physical location ofthe instructor when producing the utterance, to whom the utterancewas directed, the type of utterance produced, the nonverbal promptingaccompanying the utterance and the topic to which the utterance wasrelated. Additional analyses were conducted on five individualteaching episodes that transpired during the execution of each foodpreparation activity. Interviews with each instructor were conductedto obtain additional information about the activities.

The results of this investigation supported the need to .developand implement inservice training for instructors which focuses on thecritical importance of the oral language used during instruction andon its potential to maximize learning and skill acquisition of theparticipants. Additional training in the following areas was alsosuggested: (1) the principles of group and individual instruction;(2) the identification and implementation of a food preparationcurriculum; (3) the utilization of appropriate assessment and datacollection procedures to monitor progress; and, (4) the use ofsupplemental teaching aids. Implications and limitations of the study are discussed.Proposals for the content of inservice training are provided whichfocus on the language used during instruction. Suggestions for areasof future research related to this study are also provided.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(28) Title: COMPOSING DISCUSSION (CLASSROOM DISCUSSION, AUTHORITY)
Author: DAVIS, JUDITH RAE
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 181

Advisor: CALKINS, LUCY MCCORMICK

Research Problem: This dissertation reports the results of a two-year teacher-research study on classroom talk. The study was conducted inremedial English classes in a community college setting. Scholarslike Ann Berthoff and J. T. Dillon recommend that one way to improveclassroom talk is for teachers to "shut up." This researcher,suggesting that students do not know what to do when teachers "shutup" asked, "What happens when students and teacher explore wholeclass discussion?"
This study revealed that students had trouble using talk toquestion, probe, and explore ideas as is expected in academicdiscussion. It was found that in the political setting of thisclassroom, the authority needed to engage in academic talk was notassumed by students. As one student said, "I ain't no teacher. I'mjust trying to think here." Talking about the self seemed to be thearea where students were able to assume authority necessary to usetalk to explore and construct meaning. However, students had a sensethat talk about self, although most interesting, was not appropriatefor school discussion. Of interest is the methodology of this study.By involving students as researchers of their own classroom talk, itcreated precisely the kind of classroom activity that students neededto assume authority in their classroom discussion. By becomingresearchers of talk, these students discovered the authority to talkand improve their discussions.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-deliberative.

(29) Title: A STUDY OF THE PERCEPTION OF PRACTICES OF THE ASSISTANT PRINCIPAL-SUPERVISION-HEALTH AND PHYSICAL EDUCATION AS PERFORMED IN SELECTED NEW YORK CITY HIGH SCHOOLS HEALTH AND PHYSICAL EDUCATION)
Author: ABRAMOWITZ, FLORENCE
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 168
Advisor: PASSOW, A. HARRY

Research Problem: This study described how assistant principal's-supervision-health and physical education and teachers ofhealth and physical education perceived the role, practices andresponsibilities of the assistant principal-supervision-health andphysical education in selected New York City high schools.
A questionnaire containing 81 items was constructed representinga possible practice or activity employed by the assistantprincipal-supervision health and physical education. Practices andactivities of the assistant principal-supervision were determinedfrom the literature review, a pilot study, many years of practicalexperience and the judgment of the researcher.
The questionnaire was mailed to departments of health andphysical education in 69 selected New York City high schools.Respondents rated each practice according to its perceived importanceto the role of the assistant principal-supervision-health andphysical education. The overall response rate was forty percentincluding thirty-six AP's-S and seventy-five teachers.
The research used frequency counts, percentages, and mean scoresfor each practice to compare perceptions of AP's-S and teachers.Comparisons were made about practices perceived as most oftenperformed, least often performed, showing the closest agreement andshowing the widest disagreement. Perceptions of practice were alsomade within six categories: instruction; supervisor-teacherrelationships; conferences, workshops, in-service courses andprofessional organizations; equipment and supplies; evaluations andobservations and curriculum.

The results concurred with the literature and the perceptions ofteachers and practitioners (AP's-S) that the position ismulti-faceted with a myriad of assigned tasks. The tasks areperformed within the differences in each school culture and the goalsand objectives of each school principal. The AP's-S and teachersperceive the AP-S role as the important resource person forinstructional leadership. The AP-S is perceived as a role model andmaster teacher. It was mutually agreed that there is insufficienttime in the school program for the AP-S to perform all the functionsand practices of the role. More study is needed to understand and identify the needs andpriorities of the position in order to strengthen the practice ofthis position.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(30) Title: THE ORGANIZATION, OPERATION, AND POLICY INFLUENCE OF SCHOOL-COMMUNITY COMMITTEES (BOARDS OF EDUCATION)
Author: AUSTEN, LOIS FISH
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 179
Advisor: ORR, MARGARET TERRY

Research Problem: Boards of Education, more than any other representative group, are products of the communities they serve. However, thedegree to which board members and their diverse constituencies sharesimilar preferences is subject to question. Boards that provide astructure for community participation and policymaking may beperceived to be responsive to their constituents' preferences. Thisstudy of the organization and operation of school-communitycommittees was conducted to explore the perceived policy influence ofschool-community committees on Boards of Education.
An examination of four school-community committees in twosuburban public school districts in the greater New York metropolitanarea was based on collecting responses from committee members, schoolboard members, and superintendents to a survey and a telephoneinterview guide and analyzing archival documents from both sites. Itinformed the research questions about the degree to whichschool-community committees perceived they influenced Board ofEducation policymaking, the operational characteristics ofschool-community committees, and the apparent relationships betweenthe perceived influence of school-community members and Board ofEducation actions and policies that emerged. Conclusions. The research findings consistently demonstrate thatschool-community committee recommendations are perceived to influenceBoard of Education actions and policies. The organizational andoperational variations in committees that were studied did notappreciably affect their influence. In fact, the kinds of actions andpolicies enacted by boards were related to recommendations ofschool-community committees. It was further concluded thatSuperintendents of Schools play an important process role in theorganization and operation of school-community committees and theexecution of related Board of Education policies.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(31) Title: AN ANALYSIS OF DECISION-MAKING IN A PRIVATE INTERNATIONAL SCHOOL (INTERNATIONAL SCHOOLS, GLOBAL EDUCATION)
Author: BOVINO, ROSMARIE TORTORELLO
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 320
Advisor: ATKINS, THURSTON A.

Research Problem: The purpose of this study was to examine decision-making

as a framework for organizational analysis in private, internationalschools. The study acknowledged interdisciplinary research anddecision models from the public sector. It also considered privateschool models associated with a tradition of self-management guidedby a common mission and an established set of shared values.

The setting of the study was a private international school inHong Kong. The population consisted of the governing board,administrators, teachers, and parents, in the school. Three casestudies were examined: a lower school admissions program, a bilingualbicultural curriculum, and a co-curricular study trip to China. Eachcase study was revelatory in that it shed new light on aspects of thedecision process in private schools. However, the researcher focusedon quantitative and theoretical patters common to all the cases andgeneralizable to decision-making in similar private schools.

Memoranda, reports, news articles, minutes, observation, letters,and artifacts were used for data collection. Explanation-building wasapplied to individual case analysis and cross-case analyses. A CaseStudy Outline was used to profile three dimensions ofdecision-making. An Events Listing was used to analyze creative,appellate, and intermediary decisions during the phases of agendabuilding, search, commitment, implementation, and evaluation.

The cross-case analyses of 165 decisions corroborate the generaltheory that decision-making consists of three dimensions: decisioncontent, processes, and involvement. They reveal that a values screenwith a social humanities orientation permeates decision processes inprivate schools. Like most independent day schools, decision patternswere dominated by group decisions involving consensual strategiesamong staff and individual decisions involving creative strategies bythe principal.

The researcher recognizes that the study's linear framework foranalyses does not fully capture the group dynamics involved in eachcase study. She asserts that an atmosphere of dissensus or "energyexchange" is characteristic of the consensus process. The studyconcludes that organizational goals are attainable as long as thediverse cultures of individual and group decision-makers collectivelyendorse the school's culture and the values embraced by the schoolcommunity. This is typical of independent schools based on previousresearch findings.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic.

(32) Title: THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS: UNDER WHAT CIRCUMSTANCES AND CONDITIONS WILL TEACHERS APPLY? (TEACHING STANDARDS)
Author: ROACH, VIRGINIA
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 415
Advisor: MANN, DALE

Research Problem: This study was designed to investigate under what circumstances and conditions public school teachers would be willingto apply to a national certification process designed by the NationalBoard for Professional Teaching Standards.

This study is based on a self-administered survey that was sentto a stratified, random sample of 1000 public school teachers. Theresponse rate for the survey was 43%.

Data from the survey questions reveal that respondents wereskeptical of the ability of National Board certification to upgradethe teaching profession. Overall, younger teachers are moresupportive of national certification, as are teachers in thenortheastern and southern sections of the country. Teachers in theMidwest are less supportive. While there is a strong core ofresistance to the National Board, there is a critical mass ofteachers who would apply for Board certification if it were madeavailable.

The survey showed that differentiated pay, mentor and masterteacher programs, and various job enlargement activities were allviable incentives for teachers to apply for national certification.Furthermore, there is some support among teachers for linking teachercompensation to Board certification.

The survey results indicate that the majority of teachers do notfind their evaluation systems to be helpful or a valid means ofidentifying outstanding teachers. If policymakers wish to promote National Board certification,according to this study, several key elements of the proposed systemwill need to be addressed. First, national certification should bedevised as a process that begins during pre-service training andextends through most of the formative years of a teacher's career.Second, national certification should be phased in over a number ofyears, focusing on different portions of the teaching population.Third, rather than placing so much emphasis on investigating (mostlikely) expensive evaluation techniques, Board officials should workto develop relatively inexpensive evaluation techniques that focus onthe process of evaluation.

Forms of Curriculum Inquiry employed in this dissertation: evaluative.

(33) Title: THE IMPACT OF HEADTEACHERS' INSTRUCTIONAL LEADERSHIP ON STUDENT ACADEMIC ACHIEVEMENT IN KENYA
Author: WEKESA, GIDEON WEBI
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 173
Advisor: MANN, DALE

Research Problem: School environments in Kenya depicted by inadequate material resources, less differentiation on social class structures,and strong student commitment to learning demand more guidance fromheadteachers in instructional activities that influence studentachievement. This study investigated the impact of headteachers'instructional leadership on student academic achievement. The studyused a sample of 41 boys, girls and co-educational high schools, andresponses from 485 teachers from two school districts. Teachers'perceptions were collected through a questionnaire on headteachers'instructional leadership and on six within-school factors. Gainscores were calculated from student achievement scores in nationalexaminations from 1208 students who survived in their high schoolsfor four years.

Instructional leadership as used in this study is defined byheadteachers' behaviors of communicating school vision; acting asinstructional resource; providing teaching/learning resources; andhaving visible presence in the school, was used to rate the strengthof instructional leadership. Seven headteachers were rated as strong;twenty seven rated as average, and seven rated as weak instructionalleaders.

The first major finding of this study is that gain scores inMathematics had a strong relationship with headteachers'instructional leadership. Secondly, the impact of instructionalleadership in terms of gain scores was realized most in Mathematicsin schools with strong instructional leadership. Thirdly, schoolswith strong instructional leadership had higher ratings inwithin-school characteristics of: dedicated staff, frequentmonitoring of students progress; high expectation of staff andstudents; positive learning climate; and early identification oflearners' problems; exception was in curriculum continuity factor.Lastly, differences were found between teacher ratings of male andfemale headteachers. Male headteachers were rated higher than femaleheadteachers in instructional leadership and in the six within-schoolcharacteristics. Therefore, for strong instructional leadership that is associatedwith high student achievement, this study recommends: introduction ofpre-service professional training, improvement on the selectionprocess of headteachers, increased professional developmentopportunities and

clearly defined roles and responsibilities forheadteachers and suggests that headteachers be held accountable forstudent academic achievement.

Forms of Curriculum Inquiry employed in this dissertation: philosophical.

(34) Title: MAKING A CASE FOR CLAY IN ART EDUCATION (CERAMIC TRAINING)
Author: DE MURO, THEODORE EDWARD
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 235
Advisor: NATEMAN, DAVID S.

Research Problem: The thesis of this study contends that instruction in ceramics that considers requisite skills and knowledge resulting in aceramic pedagogy for art teachers is arrived at through a circuitousroute of trial and error rather than as a direct result of training.

The study investigated a broad range of topics related toeducational practices and research methodologies that inform teachingpractices for art teachers with the medium of clay. It collected arange of opinions lending insight into points of view from generaleducation, art education, and ceramic education to gain an overviewof the current thinking and practices that inform art teachers.

The study examined the current nature of curriculum practicesconsidered standard for the preparation of art teachers. It furtherexamined the relationship between research, studio training, and themethodology used to form a pedagogical grounding to connect ceramicskills to content of classroom instruction.

Data were also collected of the members of the New York State ArtTeachers Association. A survey was administered to collectinformation from practicing art teachers as to how they viewed theirceramic training and issues related to needs, problems and prioritiesfor classroom instruction.

The survey inquired into dichotomies of instructional practicesthat were believed to impede the development of a ceramic pedagogyfor art teachers.

The study culminates with the correspondence of opinions betweenthe professional community who contribute to the formation ofcurriculum practices with those of the sampling of art teachers whoimplement them. Broad needs surfaced in their strongest form and thedata suggest that teachers want more information about methods andtechniques related to instruction.

Forms of Curriculum Inquiry employed in this dissertation: deliberative

(35) Title: AN ANALYSIS OF ADULT TOPICS, CHILD-ADULT CHARACTERS, AND SELECTED FORMAL FEATURES IN TELEVISION PROGRAMS MOST WATCHED BY CHILDREN (CHILDREN'S TELEVISION VIEWING)
Author: HALL, ALTHEA H.
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 126
Advisor: LEE, PATRICK C.

Research Problem: Does television contribute to the "disappearance" of childhood in America by providing children with secrets of adult lifein an accessible, easily understood medium? This question was raisedin the early 1980's by several influential commentators on thetelevision medium. A full answer to the question would require twosteps. First, television programs children watch would have to bestudied to see whether they, in fact, contain adult contentstructured in relatively simple forms. This step necessitates carefulanalysis of (a) the content and (b) the forms, symbols, andstructures

which appear on television programs themselves. The secondstep would be an investigation of the degree to which these contentand formal features are actually understood by children. The presentstudy takes the first step, i.e., is an analysis of the content andforms found in a sample of television programs taken from the 1980's.A three-part analysis of television programs most watched by childrenat the time was carried out: analysis of content for the presence ofadult topics; analysis of character portrayals for occurrences ofchild-like adults and adult-like children; and analysis of selectedvisual formal features (pictures, production, and editingtechniques). Operational definitions for variables in threecategories--adult topics, characteristics of child-like adults andadult-like children and visual formal features--were developed.Television programs from three pre-defined categories (child, family,and adult programs) were videotaped as they were broadcast during theSpring, 1987 season. The videotapes were later screened, coded,quantified and statistically analyzed.

One fifth of the programs contained portrayals of adult topicsand 87 percent of such portrayals were found in adult programs. Asignificant number of adult-like children or child-like adultcharacterizations was not found. A means for comparison of relativeavailability of messages to children's understanding in terms ofratios of realistic to non-realistic formal features was developed.No significant differences between portrayals of adult topics andsurrounding messages were found. But there were noteworthydifferences in the ratio of realistic to non-realistic formalfeatures between child, family, and adult programs.

Forms of Curriculum Inquiry employed in this dissertation: historical-deliberative.

(36) Title: PREPARATION AND SUPPORT FOR COOPERATING TEACHERS: AN EXPLORATORY STUDY OF PERSPECTIVES FROM THE INSIDE (STUDENT TEACHING)
Author: NEELY-HERNDON, SANDRA AUGUSTA
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 319
Advisor: ZUMWALT, KAREN KEPLER

Research Problem: There is general acknowledgement in the literature and among teacher educators that cooperating teachers play an importantrole in guiding the field experiences of student teachers. However,little research has been done regarding adequate preparation andsupport which will enable them to become more efficient in theirrole. This study addressed this issue by examining the perceptions ofsix cooperating teachers, six student teachers, six collegesupervisors and three program directors from three teacher educationprograms regarding preparation and support they perceived is neededto assist cooperating teachers in their role.

A structured interview schedule was used to focus on current andideal perceptions regarding role, preparation and staff developmentand support for cooperating teachers.

Respondents believed clarification of the cooperating teacher'srole is vital and that a clear understanding of expectations andresponsibilities is important in providing a quality fieldexperience. Cooperating teachers are generally uncertain of how theyare doing in the role. Role expectations differed, in that theprimary role envisioned for cooperating teachers, particularly byprogram directors and college supervisors was "model." Cooperatingteachers viewed themselves as facilitators and student teachersenvisioned the primary role as guide and/or coach.

In terms of preparation, most respondents regarded letters,packets or bulletins sent from the college as inadequate. Respondentsbelieved cooperating teachers needed to learn how to balance theneeds of their own students along with goals of the student

teacher'sprogram. From the perspective of ideal competencies, cooperatingteachers and student teachers generally chose "to observe, providecritical feedback and conference" as the most important forcooperating teachers to be able to do. College supervisors andprogram directors were more likely to choose to "model goodteaching."
In terms of staff development and support, workshops at theschool site and establishing support groups among cooperatingteachers were favored.
These findings call for greater collaboration between teachereducation programs and practitioners in understanding the role,preparation and support needs of cooperating teachers. Continuedresearch is needed to determine if establishing on-site professionaldevelopment schools results in an improved field experience.

Forms of Curriculum Inquiry employed in this dissertation: phenomenological.

(37) Title: USING COOPERATIVE BASE GROUPS IN MAINSTREAMED CLASSROOMS
Author: UNGER, CONNIE SUZANNE
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 210
Advisor: WILLIAMS, LESLIE

Research Problem: The purpose of this study was to investigate the development of positive interpersonal relationships between childrenwith and without disabilities using cooperative base groups inmainstreamed classrooms. The term "children with disabilities," asused in this study, refers to children who, for various reasons, havespecific learning disabilities and who require special education andrelated services.
The population sample consisted of 67 children from two secondgrade classrooms with a total of 38 children (control = 17;experimental = 21) and one fifth grade group of 29 children. Specialfocus was given to the interpersonal relationships of the populationwith disabilities, eight second graders and nine fifth graders. Allchildren attended the same elementary school.
The methods used to collect the data consisted of threesociometric tests, classroom observations, interviews, and journals.T-test were used to measure the amount of change between the twogroups of children in second grade and the one fifth grade's pre-andpost-intervention scores.
At least ten classroom observations were done in each classroomduring an eight-week period. The observations took place in the timebefore opening announcements, at the end of the day, and duringspecial area classes. At these times, children with disabilities wereintegrated into the age appropriate population. Al children with disabilities and five children withoutdisabilities were interviewed. The interviews along with theobservations, the journals and the sociometric measures were thebasis for the conclusions. The quantitative analysis revealed a significant difference insecond and fifth grade for the composite score in the Classroom LifeSurvey, especially for the variable of cooperation. For second grade,self-esteem and lack of alienation indicated significant differences.For fifth grade, academic support also showed a significantdifference. Qualitative measures supported the sociometric findings, butrevealed additional changes in fifth grade for the variables ofself-esteem, lack of alienation and personal support. This study suggests that cooperative base groups could helpfacilitate the two non-academic goals of mainstreaming (P.L. 94-142),developing interpersonal relationships and fostering needed socialskills.

Forms of Curriculum Inquiry employed in this dissertation: ethnographic-naturalistic.

(38) Title: INTRODUCING DYNAMICAL SYSTEMS IN THE UNDERGRADUATE CURRICULUM (COMPUTER INSTRUCTION)
Author: TIFFANY, PATRICE GEARY

School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 155
Advisor: EVERED, LISA

Research Problem: The purpose of this study was to develop curricular materials on nonlinear dynamical systems for use in a mini-courseincluded within an undergraduate course entitled Introduction toComputers and their Uses. A "field trial" of the curricular materialswas conducted with a sample drawn from the target populationfollowing administration of a pre-test to determine the subjects'prior knowledge of dynamical systems.

Topics included in the mini-course were iteration, graphicalanalysis, orbit diagrams, self similarity, the Mandelbrot set andfractals. These topics were selected because they were thought to belively, invigorating, interdisciplinary, sensitive to recentdevelopments and were facilitated by the use of the computer as aninvestigative tool. A guided discovery approach was used in themini-course to introduce iteration utilizing a spreadsheet package.Additional software was used to introduce other topics in themini-course.

The pre-test showed no prior knowledge of dynamical systems.Survey results indicated that laboratory units contributed to studentunderstanding of the topics covered. Gains from pre to post-surveyssuggested that the curricular units: (1) enhanced students'mathematics vocabulary; (2) contributed to understanding andinterpretation of orbit diagrams and graphical analysis; (3) providedopportunities for students to use the computer as an investigativetool, some for the first time. It is recommended that further investigation could be undertakento determine what other topics from the field of dynamical systemsare appropriate for similar treatment. The laboratory units of thisstudy could be expanded by subsequent investigators and offered todifferent student populations including a population oflower-division mathematics majors and advanced high school students.

Forms of Curriculum Inquiry employed in this dissertation: action research.

(39) Title: THE ETHNOMATHEMATICS OF SOUTHERN AFRICA: APPLICATION IN THE MIDDLE SCHOOL MATHEMATICS CLASSROOM (INTERCULTURALISM)
Author: VOGELI, ERICH DANIEL
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 200
Advisor: SMITH, J. PHILIP

Research Problem: This study of the ethnomathematics of southern Africa and its application in the middle school mathematics classroom was basedupon examination of ethnomathematical literature and fieldinvestigations and interviews conducted by the investigator insouthern Africa. The purpose of the study was to review and tosupplement the existing knowledge of traditional mathematics inBotswana, Lesotho, Swaziland, and Zimbabwe with new information thatcould form the basis for lesson plans to support multi-culturalmathematics instruction in North American middle schools.

Five ethnomathematical topics were selected and developed aslesson plans: (1) Numeration and numeral classifiers; (2) Kinshiprelations; (c) Geometry of sand tracings; (4) Measurement of time andspace; (5) Mathematical games. Lesson plans included background andresource materials, suggestions for activities, and recommendationsfor evaluation and extension.

Lesson plans were evaluated by a jury of mathematics andanthropology educators concerned with multi-cultural education.Jurors' responses were guided by a questionnaire prepared by theinvestigator and collated to suggest revision of the lesson plans.

The study revealed substantial enthnomathematical content withinthe traditional cultures of the respective countries. The lessonplans based upon the above topics were favorably evaluated by thejurors with content and pedagogy ratings from 5 to 9 on a scale of 1(low) to 10 (high). Jurors described the cultural content of thelessons as "highly appropriate" for use in middle school mathematicsclassrooms. The field investigations and interviews confirmed thattraditional African cultures remain rich sources of ethnomathematicaldata previously unacknowledged by Western educators.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-normative.

(40) Title: TURNING A HIGH SCHOOL ENGLISH DEPARTMENT INTO A CENTER OF INQUIRY
Author: DE VINCK, CHRISTOPHER
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 128
Advisor: ATKINS, THURSTON

Research Problem: The purpose of this dissertation was to see if improvement in high school students' reading and writing could come about byimplementing a curriculum design based on thinking, knowledge, andthe intellect. Its target audience are high school Englishsupervisors who are interested in creating a covenant among teachers,students, parents, and administrators concerning shared values in thereading and writing curriculum.

Chapter One defines the values of knowledge and thinking inreference to Piaget's notions and to the 1984 report Becoming aNation of Readers.

Chapter Two traces through history competing values regardingthinking and knowledge. Emphasis is placed on how and why reading hasbeen taught in this country since the 1600's. By looking at readinginstruction, a clear picture emerges concerning the intellectual andanti-intellectual strains that have carried schools to the present.Central to this chapter is the work of Charles Eliot of HarvardUniversity, who, at the end of the 1800's, made a convincing case forplacing the child's intellect at the center of what schools.

Chapter Three takes a school in New Jersey and explains how anEnglish supervisor identified the type of department that hademerged. The high school was identified as a technical school, aschool run according to rules, testing results, and strict managementcontrols. An argument is made for a needed change in the Englishdepartment.

Chapter Four outlines how changes were made. A vision wasestablished: importance of reading and writing as the central work ofthe department; the creation of a writing curriculum; theestablishment of a reading curriculum based on novels; making thegrammar text a reference tool instead of keeping it as curriculum,and shifting the anthology from the primary reading experience of thestudents to making anthologies secondary sources.

Chapter Five draws conclusions. Significant changes happened inthe school system: students were writing and reading for a purpose,the teachers had a clear vision about why they were teaching readingand writing; the students' test results in reading and writing rosedramatically, placing their work among the top scores on the statetests.

Forms of Curriculum Inquiry employed in this dissertation: deliberative.

(41) Title: THE OPERATIONAL MEANING OF ORGANIZATIONAL CHANGE AND SCHOOL IMPROVEMENT IN A BIG CITY MAGNET SCHOOL: AN ETHNOGRAPHIC CASE STUDY (URBAN EDUCATION)
Author: KING, ALEXANDRA ILENE
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 184

Research Problem: This organizational study focused on the implementation of change in a computer theme magnet school, which is also analternative, middle school. The school is located in an economicallyand ethnically diverse, yet predominately minority school district ina major urban city. This case study analyzes the organizationalimpact of a new district policy to attract upper income whitestudents to its magnet and alternative middle schools, on theaforementioned school. Prior to the study, the school had begun toattract interest from around the district resulting from increasingstudent achievement levels, particularly in mathematics.

Organizational change and school improvement are operationalizedby using the school's two primary missions: academic achievementthrough a rigorous, challenging program of study, and social support,through a warm, intimate environment. During the year of this study,the school underwent a significant gentrification of its studentpopulation. Low-income minority students were being phased out of theschool, as it began to attract better academically prepared middleclass white and minority students.

This researcher used field research methods, includingparticipant observation, interviews, and document analysis to gatherdata for this case study.

A conceptual foundation for the study was developed using threeelements: a design focus, based on Miles' social architecture casestudies, a political and social framework, using the Metz casestudies on magnet schools, and a philosophical framework on caringusing Noddings, Dewey, and Ianni. Discussions of the dimensions ofschool change focused on the work of McLaughlin, Lieberman, Fullan,and Darling-Hammond.

The events were analyzed using discrepancy analysis andSpradley's domain analysis. Triangulation methods were also used toanalyze the data. The analyses were used to uncover the dominantcultural themes within the organization.

Among the major conclusions: the achievement mission dominatedthe school, and competition dominated the roles, relationships, andresponsibilities of members of the organization. Severaldiscrepancies were uncovered between the intended mission of theschool, and the implemented mission. The administration of the schoolfailed to set up processes and structures that supported the schoolmission and organizational members, specifically teachers andstudents. Teachers were negatively impacted by the competitiveculture, as were, in particular, the least academically ablestudents. Moreover, the study found the competition theme to be sopervasive, that rivalries within the inner core of the teaching staffbecame more prominent, as district demands on the organization becameincreasingly directive.

Forms of Curriculum Inquiry employed in this dissertation: deliberative-action.

(42) Title: THE EFFECTS OF A LOW TECHNOLOGY ON CLASSROOM TEACHERS UNDER A VARIETY OF WORKPLACE CONDITIONS (PHOTOGRAPHY, POLAROID EDUCATION PROGRAM)
Author: NANCE, BEVERLY S.
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 230
Advisor: MANN, DALE

Research Problem: Purpose. The Polaroid Education Program (PEP) provides free equipment, a training workshop, and quarterly curriculummaterials to teachers to encourage their use of instant photographyin the classroom, and to improve instruction using visual learningstrategies. Four factors in the workplace--psychological state,school culture, collaboration and standard learning principles--arethought to influence teacher learning. This dissertation tests theeffects of this two-hour workshop and its follow-up

curriculum on theinstructional performance of teachers at all grade levels, in allsubject areas, considering aspects of these four workplaceconditions.
Research methods. This research was commissioned by the PolaroidCorporation to document the program's effects on teachers andstudents. The quantitative analysis of program outcomes was based ona stratified random sample of 913 recent PEP participants compared toa control group of 131 teachers who had not been through the program.Those anonymous, teacher self-report data were validated and extendedby a qualitative field-based case analysis of five high- and fivelow-using PEP participants.
PEP effects. Prior to the workshop, 79 percent of those recruitedto the program had never used Polaroid equipment or techniques intheir teaching; after the workshop, 96 percent report using Polaroidin the classroom. The most common use for photos is the display ofstudent work and activities. The biggest benefit is the motivation ofstudent interests and the building of student self-esteem. Instantphotography is most often applied to language arts, math and science,and social studies. However, the concept of visual communication as alearning strategy needs further development.
The majority of PEP members have a strong sense of professionalefficacy and report teaching in collaborative elementary schools witha positive school culture. A high proportion of the most activemembers enter the PEP network, without a workshop, through aproof-of-purchase program. Cost is the biggest obstacle to programuse.
Conclusion. PEP is a teacher-driven program, centered on teacherneeds. It exemplifies business/school collaboration at its best.Consisting only of a two-hour workshop and quarterly curriculummaterials, it does effect limited teacher change in positiveworkplace environments.

Forms of Curriculum Inquiry employed in this dissertation: evaluative-deliberative.

(43) Title: FACILITATING CHANGE: A STUDY OF THE PROFESSIONAL DEVELOPMENT AND IMPLEMENTATION PROCESSES OF A SITE-BASED MANAGEMENT COGNITIVE EDUCATION INITIATIVE
Author: CROSS, VIVIAN ALICIA
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 251
Advisor: FRANCIS, EDITH

Research Problem: This study examines the professional development component of a corporate sponsored Site-Based Management Cognitive Education(SBMCE) initiative during the program's implementation phase. Thepremise of this investigation is that educational inquiry,professional development, and program implementation processes arebest achieved when teachers become full participants in the process.Variables such as teacher concerns, innovation use, teacherreflections, teacher perceived change, and professional developmentneeds were examined.
The literature on change theory and innovation adoptionconsistently cite problems related to program implementation once aproject is placed on site. Differences in professional developmentneeds and implementation concerns between two site applications wereanalyzed. Treatments included the services of a full-time on-sitefacilitator/coach at School A and an external (off-site)consultant/coach at School B. A teacher, who served as a full-timesite-based facilitator/coach, played a critical role as a changeagent in this study.
Information about the degrees of implementation and the concernsof teachers was diagnosed, analyzed, and addressed by utilizing adiagnostic prescriptive approach to professional development andprogram implementation.
The Concerns-Based Adoption Model (CBAM) was selected to serve asa prototypical framework to study and monitor change processes. Inaddition, a metacognitive decision-

making dimension instrument and acognitive education needs assessment were utilized in a research anddevelopment protocol to assess and address both implementation andtraining needs.

The major findings in this research indicate that teacherperceptions of change, teacher commitment to the project, andincreased innovation component use were directly related to theamount of coaching, lesson modeling, and facilitator support thatteachers received during the implementation phase. This study is particularly significant since most of the researchon coaching has investigated off-site mentors or coaches. Theresearch findings in this Site-Based Management Cognitive Educationstudy reinforce current educational theories and trends that promotedecentralized site-based approaches, teacher professionalism, teacherengagement, and teacher empowerment.

Forms o. Curriculum Inquiry employed in this dissertation: phenomenological-hermeneutic

(44) Title: TURNING A HIGH SCHOOL ENGLISH DEPARTMENT INTO A CENTER OF INQUIRY
Author: DE VINCK, CHRISTOPHER
School: COLUMBIA UNIVERSITY TEACHERS COLLEGE
Degree: EDD pp: 128
Advisor:ATKINS, THURSTON

Research Problem: The purpose of this dissertation was to see if improvement in high school students' reading and writing could come about byimplementing a curriculum design based on thinking, knowledge, andthe intellect. Its target audience are high school Englishsupervisors who are interested in creating a covenant among teachers,students, parents, and administrators concerning shared values in thereading and writing curriculum.

Chapter One defines the values of knowledge and thinking inreference to Piaget's notions and to the 1984 report Becoming aNation of Readers.

Chapter Two traces through history competing values regardingthinking and knowledge. Emphasis is placed on how and why reading hasbeen taught in this country since the 1600's. By looking at readinginstruction, a clear picture emerges concerning the intellectual andanti-intellectual strains that have carried schools to the present.Central to this chapter is the work of Charles Eliot of HarvardUniversity, who, at the end of the 1800's, made a convincing case forplacing the child's intellect at the center of what schools.

Chapter Three takes a school in New Jersey and explains how anEnglish supervisor identified the type of department that hademerged. The high school was identified as a technical school, aschool run according to rules, testing results, and strict managementcontrols. An argument is made for a needed change in the Englishdepartment.

Chapter Four outlines how changes were made. A vision wasestablished: importance of reading and writing as the central work ofthe department; the creation of a writing curriculum; theestablishment of a reading curriculum based on novels; making thegrammar text a reference tool instead of keeping it as curriculum,and shifting the anthology from the primary reading experience of thestudents to making anthologies secondary sources.

Chapter Five draws conclusions. Significant changes happened inthe school system: students were writing and reading for a purpose,the teachers had a clear vision about why they were teaching readingand writing; the students' test results in reading and writing rosedramatically, placing their work among the top scores on the statetests.

Forms of Curriculum Inquiry employed in this Dissertation: action research.

(13) THE UNIVERSITY OF GEORGIA
Public coed university

The University of Georgia, a land-grant and sea-grant university, is located in Athens, Georgia, approximately 70 miles northeast of Atlanta, the state's capital. It is the nation's oldest state-chartered university and celebrated its bicentennial in 1985.

The university of Georgia, chartered in 1785, is the first land-grant university in the United States. It is recognized as a leading institution of higher education with significant standing in the areas of research, teaching, and service. It has approximately 29,000 students and 2,500 faculty members. The campus stands on 3,500 acres adjoining the Oconee River in Clarke County. In 1910, the formal organization of graduate studies into a Graduate School was authorized. The Graduate School coordinates the graduate programs of the thirteen colleges and schools of the University. The traditional degrees, Master of Arts and Master of Science, are offered in 26 and 35 disciplines, respectively. The Doctor of Philosophy degree is offered in 59 disciplines. Professional Master's degrees are offered in 23 areas. Professional doctoral degrees are offered in Education, Music, and Public Administration. The University of Georgia is accredited by the Southern Association of Colleges and Schools.

The Graduate School: Unique Academic-Administrative Features:

1. Enrollment: 29,412 graduate, professional and undergraduate students. 6,212 matriculated graduate/professional.

2. Graduate Students and faculty Groups: Graduate matriculated students: 3,731 full-time (1,915 women), 1,562 part-time (998 women) includes 295 minority (207 African-Americans, 28 Asian-Americans, 48 Hispanics, 12 Native Americans, 870 internationals. faculty: 1,344 full-time (253 women) 0 part-time.

3. Tuition: $ 2,250 per year full time, $ 51 per quarter hour part-time for state residents. For non-residents: 5,940 per year full time, $ 154 per quarter hour part-time. The estimated cost of education for a Georgia resident is $ 9,030 for the current academic year. This estimate includes tuition and fees, books and supplies, room and board, and personal expenses for three quarters. The additional out-of-state fee assessed all non-Georgia residents increases this estimate to $ 12,720.

4. Programs: This University of Georgia awards the Master of Arts, Sciences, the Doctor of Philosophy, the Doctor of Education, other professional degrees and Interdisciplinary Doctoral Programs through the following Colleges and Schools: Arts and Sciences, Agricultural and Environmental Sciences, Law, Pharmacy, Forest Resources, Education, Business, Accounting, Journalism and Mass Communication, family and Consumer sciences, Veterinary Medicine, Social work, Environmental Design. Some of the programs: Accountancy, Agricultural Economics, Agricultural Extension, Applied mathematical Science, Art Education, Arts for Teachers, Avian Medicine, Business Administration, Education, Fine Arts, Forest Resources, Historic Preservation, Home Economics, landscape Architecture, Laws, Marketing Research, Mass Communication, Music, Music Education, Plant Protection and Pest Management, Public Administration, and Certification of Professional Personnel, among others. Education Programs in Educational Leadership, Curriculum and Supervision, Educational Administration, Educational Psychology, Measurement and Educational research, Elementary education, Early Childhood Education, Middle School education, Exceptional Children, Foundations and educational Philosophy.

5. Degrees Offered: Master's (M.Sc, M.A, M.Ed), Specialists and Doctorates.

6. Requirements for admissions: Person's holding a bachelor's degree from any institution accredited by the proper regional accrediting association are eligible to apply for admission to the Graduate School. Applicants should have ranked in the upper half of their undergraduate class and should have completed the equivalent of an undergraduate major in the field in which they propose to study. The Office of Graduate Admissions looks for evidence that an applicant is likely to contribute to an understanding of important issues of educational practice or research. Applicants for admission to most Master's and specialist degree programs in education may offer scores on the Miller Analogies Test (MAT) in lieu of scores on the Graduate record Examinations (GRE), or the Graduate Management Admission Test GMAT), depending of each department specific entrance test requirements.
Graduate Admissions Office:
The University of Georgia
Boyd Graduate Students Research Center
Athens, Georgia 30602-7402

7. Requirements for graduation: To earn a Master's the minimum residence requirement is one academic year (three quarters of full-time study) and all requirements for the degree must be completed within 6 years beginning with the first registration for the graduate courses on the program of study. Upon the option of the student's major department, a reading knowledge of a modern foreign language or other research skills may be required of a candidate for the Master's. To be eligible for graduation, a student must maintain a 3.0 (B) average on all graduate courses taken and on all courses on the program of study and the student must submit a thesis which shows independent judgment in developing a problem from primary sources. The Degree of Specialist in Education is a self-contained degree program intermediate between the Master's degree and the Doctor's degree both in time and depth. It provides advanced study for those preparing for positions which call for a higher level of competence and specialization than that of the Master's degree but without the heavy emphasis on research of the Doctor's Degree. Doctorate: this degree will be granted in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge, not upon completion of any definite amount of work prescribed in advance. Evidence of such attainment must be provided through the presentation of an acceptable dissertation based upon independent research and the passing of such written and oral examinations as may be prescribed. The granting of this degree presupposes a minimum of three full years of study. At least three consecutive quarters of full-time work (i.e., enrollment for a minimum of 45 hours of consecutive course work included on the program of study) must be spent in resident study on this campus. All requirements for this degree, except the dissertation and final oral examination, must be completed within a period of six years. To pursue research effectively a student must develop a facility with certain research skills or tools such as statistics, computer science, or foreign languages, depending of each department's requirements. A minimum of 5 hours of 930D, doctoral dissertation, must be included on the program of study. A student must pass formal, comprehensive written and oral examinations before being admitted to candidacy for the degree. The written comprehensive examination, although administered by the advisory committee of 4 members, may be prepared and graded according to the procedures and policies in effect in the student's department.

8. Doctoral degrees awarded: 601 doctorates (Jan. 1993 to June 1994).

9. Student services: free legal counseling, free psychological counseling, career counseling, disability service (students with disabilities have equal access to all programs and activities

offered at the University), international services, and American language program available to the students. The Campus Transit System, which is funded by a quarterly transportation fee paid by all students, provides bus service on a no-fare basis. University Food Services operates four food service facilities for general student use and the university Health service offers a comprehensive outpatient health care program to all students. Graduate Housing: rooms and/or apartments available to single and married students.

10. Financial aid: The Graduate School each year selects graduate non-teaching assistants and graduate research assistants based on the applicant's academic record, test scores, recommendations, etc. Pre-Doctoral assistantships are awarded on a competitive basis upon nomination of the president of the respective college. Departmental Awards: Assistantships, scholarships, fellowships and other awards according to the merits of the applicants: tuition waivers, etc.

11. Research and facilities: llah Dunlap Little Memorial Library: total holdings of 2,7 million volumes; 4,518,130 microforms; 55,954 current periodical subscriptors. A total of 98 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: CDC CYBER 205, IBM 3090/400. Apple Macintosh SE, Zenith 286. Personal computers on campus linked to NOVANET.

Graduate Shoal of education and Program in Curriculum Studies: Unique Features

1. Enrollment: Graduate students in the College of Education: 984 full-time (658 women), 966 part-time (701 women); includes 109 minority (83 African-Americans, 8 Asian-America, 13 Hispanics, 5 Native-Americans). 117 internationals. In 1994 the Graduate Curriculum Program : 15 Doctoral new matriculated students. Faculty. 185 full-time (61 women), O part-time. Department faculty: 17 full-time (1 woman), 0 part-time. Years of experience as Curriculum Professors range between: 8 to more than 20 years.

2. Name of the Unit: College of Education, Department of Educational Leadership. Offerings include curriculum and instruction (M.A, M.Ed., Ed.D, Ed.S). Accredited by NCATE.

3. Graduate Coordination: Edward F. Pajak, Head (Ph.D, 2 years as Dept. Head)
Educational Leadership - Curriculum and Supervision,
Aderhold Hall,
The University of Georgia,
Athens, Georgia 30602. USA.
Phone: 562-0913; 542-4146.

4. Name of the Program that focuses on Curriculum Studies: Educational Leadership - Curriculum and Instruction, Curriculum and Supervision (ECS).

5. Requirements: Entrance: for master's, GRE, General Test (MA), GRE general test or MAT (M.Ed); for Doctorate, GRE general test; for ED.S., GRE general test or MAT. Degree: The College of education offers graduate degree programs at three levels in a variety of fields. These include: master of Arts in Education, Master of Education, Master of Art Education, Master of Music Education, Specialist in Education, Doctor of Education, and Doctor of Philosophy. Beyond the general graduate school requirements, details about specific requirements and options are provided by the appropriate department or division graduate coordinator. Six- and 700-level courses are generally designed for students enrolled in a Master's Degree program. Eight-and 900-level courses are generally designed

for students pursuing specialist or doctoral degrees. However, due to differences in background, many students may have a mixture of courses. For Master's degree a thesis is required, for doctoral students a dissertation is required. Foreign language not required.

6. Doctoral degrees awarded: 120 doctorates in Education ; 35 doctorates in Curriculum & Supervision in 1992; 43 doctorates in Curriculum and Instruction (1993-94).

7. Primary Goals of the Graduate Program in Curriculum are: The graduate degree programs (Master's, Specialist and Doctorates) are designed to meet Georgia Department of Education certification requirements. Although there are common elements in each of the degree programs, there is considerable flexibility to meet individuals students' interests and backgrounds.

8. Graduate Program in Curriculum is among the leading Programs in the United States mainly because of: the quality of graduates and the participation of faculty and students in professional groups. The total graduate enrollment comes from the fifty states, the District of Columbia, and more than eighty foreign countries. In addition to that, the University of Georgia library is the largest university library in the state of Georgia and is a member of the Association of Research libraries, which comprises the top 100 research libraries in the United States

9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for (1)the quality of graduate students (placement, national and international recruitment), (2)research facilities (environment, academic life, resources, libraries), faculty (wide number of publications, (3) diverse interests and backgrounds), (4) research (emphasis on inquiry, national visibility) and (5)the curriculum (a core of required course, interdisciplinary).

10. Faculty research: diverse forms of curriculum inquiry

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students during 1993-94 are the following: (960) Educational Research in Curriculum and Supervision (independent study, exploration of possible forms of curriculum inquiry and topics for dissertation research), (963) Critique of Educational Literature in Curriculum and Supervision (evaluative/normative; deliberative research); (765) Applied Project in Curriculum, Instruction and Supervision (selecting a topic or problem in curriculum, instruction or supervision related to student professional task); (899) Research Seminar in Curriculum and Supervision (analysis of possible areas of investigation for doctoral dissertations, description of research proposals and criticism); (700M-730M) Master's research-thesis; (900D) and (930D) Doctoral research and Dissertation (all these courses focused in one or different forms of curriculum inquiry: evaluative/normative, integrative-review-synthesis, deliberative, scientific, action research, among others, depending on the students' interests).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) The School offers an interlinked sequence of methodology courses in different forms of research; (2) initiate graduate students into research methods of the professors while they are engaged in a specific kind of research. Each student should demonstrate competence in several approaches to inquiry. The purpose of this requirement is to encourage an appreciation of diverse approaches and to help students to identify, early in the program, methodologies appropriate for their dissertation research.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry in Doctoral Dissertations at the University of Georgia, January 1993 - June 1994.

(1)Title: A JOB ANALYSIS OF GEORGIA CURRICULUM DIRECTORS
Author: ARTHUR, LINDA MCLAURIN
School: UNIVERSITY OF GEORGIA
Degree: EDD pp: 87
Advisor: BROWN, CARVIN

Research Problem: The purpose of the study was to determine what the responsibilities and assigned duties of curriculum directors inGeorgia school systems are. Responses of curriculum directors fromschool systems with Full-time Equivalent (FTE) base of 3300 or morewith responses of curriculum directors from school systems with FTEbase of less than 3300 were compared. The study surveyed Georgiacurriculum directors and asked them to respond on a scale from 0 to 5to their degree of involvement with 28 tasks which curriculumdirectors might be assigned in local school systems. They were alsoasked to indicate the amount of time they actually spend on specificcurriculum oriented tasks in their jobs as opposed to how much timethey feel that they should be spending on those specific curriculumoriented tasks. The overall question was whether Georgia curriculumdirectors are actually directors of curriculum, or whether they arereally simply an administrative person dealing primarily with mattersother than curriculum.

Curriculum directors throughout the state are involved with amultitude of tasks ranging from coordinating the selection andpurchase of textbooks and ancillary materials to coordinatingcommunity services. Georgia curriculum directors in smaller schoolsystems report having significantly greater responsibility for moretasks than do curriculum directors in the larger school systems. Thecurriculum directors from the larger school systems report that theyare not required to assume as much responsibility for such a widevariety of tasks as the curriculum directors of the smaller schoolsystems.

The curriculum directors are frequently assigned either full orpart responsibility for tasks far from the curriculum arena--taskssuch as managing the school system budget, monitoring staffcertification, coordination community services, coordinating the QBEcomprehensive evaluation program, managing personnel services,directing staff development activities, coordinating personnelrecruitment activities, and grant writing for innovative programs.

Not surprising, Georgia curriculum directors report a significantdifference on the amount of time that they actually spend oncurriculum oriented tasks compared with the amount of time that theyfeel they should spend on that curriculum oriented task. They findthemselves diverted from curriculum and instructional supervision toother administrative tasks that too often gets assigned to them.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-action research

(2) Title: LEADERSHIP STYLES AND RESPONSIBILITIES OF THE ASSISTANT PRINCIPAL FOR INSTRUCTION AS PERCEIVED BY PRINCIPALS AND ASSISTANT PRINCIPALS
Author: DENNARD, VIVIAN RUTH
School: UNIVERSITY OF GEORGIA
Degree: EDD pp: 141
Advisor: TANNER, C. KENNETH

Research Problem: This study investigated the responsibilities of the assistant principal for instruction and determined the leadershipstyles of the principal and assistant principal. Secondly, the studydetermined if ambiguity existed between the

perceptions of theleadership styles and the responsibilities of the assistant principalas viewed by the two groups.

A three part questionnaire was used to gather data from arandomly selected, national sample of 1000 secondary principals andassistant principals. The first section collected personal andprofessional data. Section two consisted of two questions on theleadership styles of the administrators. The statements describingleadership style as task or relationship-oriented were placed on acontinuum from one to eight. The principals rated their leadershipstyle and their assistant's leadership style. The assistant principaldid the same. The third section of the questionnaire included achecklist of 18 questions regarding the responsibilities of theassistant principal.

Null hypotheses were tested for statistically significantdifferences. However, there was no significant difference in theperceptions of the two groups in their own leadership style. Therewas disagreement in how they perceived each other. Both groups,individually, rated themselves higher in relationship-orientedleadership than they rated each other. Age and gender significantlyeffected the responses. Females rated themselves higher intask-oriented leadership style than males. Older individuals ratedthemselves higher relationship-oriented than did their youngercounterparts. The two groups were significantly different in theirresponses to questions about who supervised the preparation ofcurriculum guides, who presented information to new staff membersabout their positions, and who evaluated teachers.

The study confirms the literature reports that self-perception ofan individual is not in agreement with how others perceive theindividual. Also, the study found that principals and assistantprincipals do not agree on the responsibilities performed by theassistant principal.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation:phenomenological

(3) Title: THE RELATIONSHIP BETWEEN SUPERINTENDENT PERSONALITY TYPE AND PERCEIVED ORGANIZATIONAL EFFECTIVENESS
Author: HARTLEY, SYLVIA HYDE
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 193
Advisor: WELLER, L. DAVID JR.

Research Problem: The purpose of this study was to determine if there were statistically significant differences in the responses of secondarycurriculum directors and high school principals on perceptions of theoverall organizational effectiveness of their school systems whencategorized by superintendent personality preferences. The studyconsidered personality preferences of Georgia public schoolsuperintendents as measured by the Myers-Briggs Type Indicator (MBTI)and organizational effectiveness as perceived by secondarycurriculum directors and high school principals and measured by theIndex of Perceived Organizational Effectiveness (IPOE).

The MBTI was mailed to superintendents of all Georgia publicschool systems which contained a twelfth grade. Each secondarycurriculum director whose superintendent completed and returned theMBTI was mailed a copy of the IPOE. High school principals in thesesystems were either selected or randomly chosen for participation onthe basis of the number of high schools in each system. Each highschool principal whose superintendent completed and returned the MBTIwas mailed a copy of the IPOE. In order for the data from each of theschool systems to be included in the study, the curriculum directorand all principals designated as participants in the system had tocomplete and return the IPOE. Data were analyzed by dependent andindependent t-tests.

Means of organizational effectiveness scores as rated bysecondary curriculum directors and high school principalscollectively and high school principals separately proved to bestatistically significant for subgroups determined by theextroversion/introversion preference of the superintendent, withhigher scores reported in those systems with

introvertedsuperintendents. No statistical significance was found for secondarycurriculum directors considered separately. No statisticalsignificance was found in the means of scores as rated by secondarycurriculum directors and high school principals collectively orseparately for subgroups determined by the sensing/intuition,thinking/feeling, or judgment/perception preferences. No statisticalsignificance was found in the means of scores as rated by secondarycurriculum directors and those of high school principals for each ofthe personality preferences considered separately.
Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological/hermeneutic.

(4) Title: PARADIGMATIC LANGUAGE TRAINING AND ITS EFFECT ON THE READING AND WRITING PERFORMANCE OF LOW-LITERATE ADULTS (ADULT LITERACY)
Author: CONLAN, SEAN GERARD
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 104
Advisor: MOORE, ALLEN B.

Research Problem: This study, carried out in Ireland, examined the effects of a special training program in paradigmatic language structures onthe paradigmatic language responses of a group of low literateadults. In addition it also assessed the transfer effects of thistraining on the reading and writing performance of these adults.
The reading program under study is based on a century of researchinto word association. From this research has come the termsparadigmatic and syntagmatic. Paradigmatic refers to word associationresponses from the same form class as the stimulus word and whichcould serve as a replacement for the stimulus word. Syntagmaticrefers to word association responses that merely fit within asyntactic structure. A relationship has been established in theliterature between paradigmatic responding and reading success.
The special training began with the establishment of oralreadiness in the students. The core of the language was then taughtin terms of contrasting word pairs. Development to higher levels oforganisation gradually took place, with students manipulating wordsand sentences and finally writing paragraphs and themes.
A group of low literate adults completed the 35 hour trainingprogram. Subjects were tested at the beginning, at the end and sixweeks after the program finished. Participants were measured on theOral Paradigmatic/Syntagmatic Inventory, the Tests of Adult BasicEducation (TABE) and completed three writing tests.
Due to the lack of a control group the results of the specialtraining program are inconclusive. However, on theparadigmatic/syntagmatic test, the TABE and the writing tests allsubjects made substantial gains when compared with research ontypical adult reading methodologies over similar time periods.
The main conclusions are that paradigmatic language structurescan be taught to adults and that both reading and writing performancesubstantially increased after the training. It is highly likely thatthe special training produced the growth though there is no way to becertain that all the gains resulted from the program. Additionalobservations relate to gains in self confidence made by individuals,interaction between students, the need for further curriculumdevelopment and the need to design a teacher training module.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-action research

(5) Title: A CASE STUDY OF THE CLAIM FOR INTERDISCIPLINARITY OF THE ENVIRONMENTAL ETHICS CERTIFICATE PROGRAM AT THE UNIVERSITY OF GEORGIA (GEORGIA)
Author: ASKEW, WALLACE JACKSON, JR.
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 221
Advisor: HESLEP, ROBERT D.

Research Problem: The curriculum of the Environmental Ethics Certificate Program (EECP) at the University of Georgia is purported to beinterdisciplinary. The purpose of this study was to determine if thecurriculum of EECP is interdisciplinary. Three research questionsguided this investigation: (1) What are the perceptions of theparticipants in the EECP of an interdisciplinary curriculum? (2) Inwhat ways is the curriculum of the EECP interdisciplinary? (3) Inwhat ways may the curriculum of the EECP be made moreinterdisciplinary?

The literature reviewed was divided into three sections:Interdisciplinarity in historical perspective, the study ofenvironmental ethics, and qualitative case study as the mostappropriate means of addressing the problems of meaning,interdisciplinarity, and environmental ethics. Qualitative methods of investigation were interviews with facultyand student affiliates of EECP; field observations of selectedprogram classes, seminars, and meetings; and collection of documentsgenerated by the program's staff and participants. Interviewquestions were standardized and open-ended. Data were analyzedsystematically and continuously throughout the study. Thematiccategories were assigned to those data that pertained to theinter-disciplinarity of the program. Findings were reported byengaging the three aforementioned research questions. Faculty andstudent perspectives of interdisciplinary curriculum were categorizedon a continuum that reflected Piaget's three levels ofinterdisciplinary relationship: multidisciplinarity,interdisciplinarity, and transdisciplinarity. The program was foundto have interdisciplinary intentions, however, interviews revealedserious gaps between participant experiences and program intentions.Faculty perceived the program as a beginning of whatinterdisciplinary curriculum should be but indicated a shortfall dueto University administrative constraints. Students pointed out thegulf between theory and praxis of interdisciplinary curriculum.Recommendations included: a better fit between stated purposes andmanifest outcomes be attempted by the EECP through an overallreevaluation by faculty, students, and environmental ethics andcurriculum experts; implementation of interdisciplinary corerequirements and elective courses more focused on ethics; publicationof a handbook including program requirements, lists of faculty andtheir interests, and a bibliography of environmental ethicsliterature; planning more opportunities for faculty and studentinteraction; and creation of an administrative home for the program.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(6) Title: THE EFFECTS OF CONTINUOUS PROGRESS, NON-GRADED PRIMARY SCHOOL PROGRAMS ON STUDENT PERFORMANCE AND ATTITUDES TOWARD LEARNING (LEARNING ATTITUDES)

Author: DECOTIS, JOHN DECIO

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 147

Advisor: TANNER, C. KENNETH

Research Problem: The purpose of this study was to determine the effects of an innovative, continuous progress, non-graded, early childhoodprogram on students' academic achievement and attitude towardmathematics, reading, language arts, social studies, and science.Previous research has demonstrated that students in non-gradedcontinuous progress programs have, in many cases, outperformed thosein traditional programs in achievement and show a more positiveattitude toward school.

Comparisons between the non-graded continuous progress clusterand traditional classrooms were made using the independent variablesof student's age and gender. These program and student variables werethen compared to student results on the dependent variables ofstudent attitudes toward reading (language arts), science, socialstudies and mathematics. Additionally, the dependent variable ofstudents' achievement as measured on the Georgia KindergartenAssessment Program and the new student report card were

comparedagainst the independent variables. All of the students in the sample completed the Survey of SchoolAttitudes (SSA) by the Psychological Corporation. Additionally,student measures on the Georgia Kindergarten Assessment Program(GKAP) and the locally developed report cards were used. Eightcontinuous progress, non-graded classes were involved and eighttraditional kindergarten and first grade classes were used as acontrol group. First year students in the non-graded classes werecompared to kindergarten student data in traditional classes. Data onthe second year students in the non-graded classes were compared toidentical information for first grade students in traditionalclasses. Students in the continuous progress, non-graded classes showed amore positive attitude toward school work than those in traditionalclasses on language arts and science. Student attitudes toward schoolin traditional classes were more positive for mathematics and socialstudies. Additionally, the achievement level of non-graded classeswas higher than that of traditional classes on 5 of 8 report cardmeasures. These measures were mathematics, problem solving, listeningskills, writing and social studies. Finally, student citizenshipmeasures in the non-graded classes were higher than those intraditional classes.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-evaluative

(7) Title: INTEGRATED CURRICULUM, THEORETICAL ADVOCACY, AND POLITICAL REALITY: CURRICULUM REFORM IN SOUTH CAROLINA DURING THE EARLY 1980S

Author: MANCINO, JULIA SPEARES

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 379

Advisor: HESLEP, ROBERT D.

Research Problem: Throughout the 20th century, as the history of educational research attests, the notion of an integrated curriculum organizedaround scientific inquiry as a more intellectual, personallymeaningful, and socially valuable approach to learning has beenoffered as an alternative to problems emanating from the traditionaldisparate-subject curriculum. In practice, however, tradition haspersisted. This historical case study aimed to inform the anomaly byinvestigating curriculum policymaking in South Carolina, a stateundergoing extensive educational reform, yet maintaining atraditional curriculum, during the education reform movement of theearly 1980s.

Primary data sources included personal interviews with 34 statepolitical actors representing government, business, and education aswell as former U.S. Secretary of Education Terrel Bell. Primarydocuments included Governor Richard Riley's personal papers and otherstate archival collections. Framed by corporate ideology and political motivations, policyactions were incompatible with economic imperatives, educationaldeficiencies, and rhetoric calling for "education for economicgrowth" and "no more of the same." Two major findings accounted forthese discrepancies and, consequently, perpetuation of thetraditional paradigm. First was the impact of testing. Concerns amongpolicy makers about educator competency provoked high-stakesaccountability primarily dependent on student test scores. Separatetest curricula aligned with standardized tests and teaching to testsresulted in greater curricular fragmentation. Second, policy makersfailed to exercise reflective action. Conservatism pervading nationaland state politics reinforced traditional inertia in social practice.Lack of understanding of the concept curriculum among key policymakers and lack of curriculum expertise at the policy table precludedexamination of the nature of the emerging high-technology economy andthe inquiry-focused integrated curriculum it required. Theinsensitive, divisive view of human nature assumed by traditionalcurricular practice was exacerbated. Throughout the politicalprocess, business influence was salient. South Carolina's case, according to comparative studies of statecurriculum reform, was representative of the early 1980s nationalposture. As protraction of the earlier back-to-

basics movement andreflection of current national reform efforts toward curriculumstandards (separate subjects), testing, and accountability, attemptsto unify state curriculum policy in the early 1980s seemed to be theprecursor of a national curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical- evaluative

(8) Title: GIDDENS' CRITICAL ONTOLOGY AND ENVIRONMENTAL EDUCATION (GIDDENS' THEORIES)
Author: PAYNE, PHILLIP GARTH
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 279
Advisor: HESLEP, ROBERT D.

Research Problem: Ten questions are formulated and presented to environmental educators for critical inquiry into existingcurriculum practices. Their purpose is to mediate dualisms that arehampering the field as a viable response to the ecological crisis.

Four movements of thought interpreted in the environmentaleducation literature constitute two dualisms. One dualism is found indifferent orientations to curriculum. Some scholars are interested inan instrumental perspective of improving pedagogy. Others arecommitted to a phenomenological perspective. This procedural dualismreconstitutes the theory--practice dichotomy. The second dualismoccurs within the phenomenological orientation. Cultural andpolitical movements of thought represent substantively differentscholarly interests.

The twofold mediating function of this study is procedural andsubstantive at the same time. Giddens' "theory of structuration" asvalidated by Fay's "metatheory of the critical social sciences,"provides one explanatory basis from which mediation can proceed. Theproblem of this study is to properly derive questions from Giddens'structuration theory while correctly identifying and maintaining anyexisting interests in environmental education. An intellectual moodis required for formulating the questions and their ultimatereception by environmental educators. The mood is gleaned fromBernstein's and Dallmayr's response to the question ofcommensurability of ideas in the modern-postmodern debate.

Giddens' contribution to mediation is exemplified when thequestions are used to test Bowers' cultural commitments andRobottom's political interests in environmental education. Issuesemerge whose further mediation occurs according to practicalimplications for curriculum and conceptually against Giddens'project. There is an indeterminate problem of mediating socialjustice and environmental justice imperatives.

Giddens' contribution to curriculum inquiry is reflexivelyassessed against the most recent scholarly contributions incurriculum theory. Giddens' view of the connection between inquiry,criticism, and practice advances the solutions proposed by Short,Schon, and Reid. The final re-presentation of the questions isaccompanied by a description of the contours of a Giddens' mediatedapproach to environmental education curriculum inquiry.

Dewey's theory of logic provides the epistemological methodunderpinning the application of Giddens, and each contributoridentified above, to the continual reconstruction of the problem ofthis study according to the end-in-view of mediation.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(9) Title: A QUALITATIVE STUDY OF WALK WITH NATURE: AN OUTDOOR, ENVIRONMENTAL, EXPERIENTIAL EDUCATION PROGRAM (OUTDOOR EDUCATION, ENVIRONMENTAL EDUCATION)
Author: REEVES, JAMES LEYMAN
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 216

Advisor: HART, LAURIE E.

Research Problem: This study was a heuristic inquiry of middle grades students' perceptions of Walk With Nature (WWN). WWN was developed asa middle school exploratory curriculum that combines outdoor,environmental, and experiential education in which sixth and seventhgrade students learned camping and backpacking skills. Camping andbackpacking trips served as a classroom relocation by integrating thescience and mathematics curriculum while in the field. The primarypurpose of WWN was to learn about the environment through directexperience while outdoors.

The main question under investigation was: What are students'perceptions of their experiences as participants in the Walk WithNature Program? The eighth grade students with whom I worked wereco-researchers. As co-researchers, students shared the inquiry abouttheir experiences in this experiential education program. Theco-researchers' roles were those of WWN students, novicecampers/backpackers, leaders, data collectors, and data analyzers.They maintained journals to document their perceptions, participatedin interviews, and investigated their perceptions and experiences inWWN. The middle school in which this study took place is located in arural town near a major southeastern university. The school has alarge population; it is the only middle school in the county.Twenty-four eighth grade students participated in WWN which met for 1hour daily for 8 weeks. The main setting was the eighth gradeclassroom and school campus. Other settings included an environmentalforest owned and operated by the school system, Mount Yonah, Georgia,and the Appalachian Trail. As their perceptions of WWN evolved seven major themes emerged.These themes were: (1) valuing relationships, (2) experiencingoutdoors, (3) enhancing learning, (4) increasing/reinforcing positiveself-esteem, (5) WWN as a program, (6) being away from home, and (7)evolution of my role. "My role" refers to the researcher's role. The co-researchers learned: (a) the importance and value ofrelationships, (b) the challenges and enjoyment of being outdoors,(c) real world experiences could enhance learning, (d) self-esteemcould be positively influenced by physical challenges. The themesexperiencing outdoors and enhancing learning were combined in theco-researchers' discussions. Several co-researchers felt learning waseasier while outdoors.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(10) Title: THE IMPACT OF EMERGING TECHNOLOGIES ON ELECTRONICS TECHNOLOGY CURRICULUM

Author: DUCOTE, PHILIP JUDE

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 104

Advisor: FOELL, NELSON A.

Research Problem: The purpose of this study was to decide, with a futuristic point of view, the curriculum content of electronics technicianspro grams that would best prepare students for a career inelectronics. From a review of current literature, 58 emergingtechnology topics were identified. These topics were combined withdemographic and related curriculum preference questions to form asurvey instrument. The sample chosen was randomly selected members ofthe Institute of Electrical and Electronic Engineers' educationsociety. The main objective was to determine the respondents' curriculumpreferences in terms of content, position in program, length ofprogram, and entry-level education required, An ANOVA analysissupplemented by a Tukey HSD test was used to analyze the data. Major conclusions of the study included: (a) thirty-seven of the58 emerging technology topics received a sufficiently high importancerating to be recommended as additions to the curriculum, (b) therespondents had a preference for adding the topics into the requiredcurriculum, (c) the respondents had a preference for the hiring ofelectronics technicians with an associate's degree, (d) most of theresponding members supported extending the program length ofelectronics technology beyond the

typical six quarters and, (e) therewere some significant variations in the importance ratings (forincluding the emerging technology topics in the curriculum) of therespondents based on demographic/preference data.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific -evaluative

(11) Title: A HISTORY OF THE GEORGIA MUSIC EDUCATORS ASSOCIATION, 1922-1993 (MUSIC EDUCATORS)
Author: MCRANEY, JAMES THOMAS
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 363
Advisor: HAIR, HARRIET I.

Research Problem: The purpose of this study was to provide a recorded history of the Georgia Music Educators Association and to analyze thecontributions of that association to music education in Georgia.
Sources of data included (a) GMEA archives and publications, (b)national and state education association records, and (c) interviewswith past GMEA Presidents and Executive Secretary-Treasurers. Theinformation was evaluated and categorized according to (a)affiliations and relationships with other professional associations,(b) organization and development of GMEA, (c) major issues andadvocacy positions, (d) professional activities, and (e) GMEAactivities for students. These categories provided the basis forwriting the history of GMEA and the analysis of its contributions.
The Georgia Education Association (GEA) formed a Department ofPublic School Music in 1922. In 1930, these educators organized theAssociation of Public School Music Teachers, but continued tofunction as the GEA Department of Music. This group promoted musiceducation in the school curriculum and provided resource training forclassroom teachers. This association changed its name to the GeorgiaMusic Education (later Educators) Association and affiliated with theMusic Educators National Conference (MENC) in 1938. Throughout its history, GMEA (a) promoted music instruction atall levels, (b) conducted public relations efforts, (c) providedleadership for advocacy campaigns, (d) provided assistance to severalstate education organizations, and (e) cooperated with other statearts agencies. Leadership development and service opportunities havebeen provided through subject area divisions, geographic districtsand committee operations. State conferences and professionalpublications served as focal points for member growth anddevelopment. As the primary proponent for the advancement of music educationin Georgia, GMEA developed a multi-faceted program of activities forstudents. Statewide student activities, which were begun in the1930s, have been expanded to include numerous all-state events andfestivals. Beginning in the early 1950s, GMEA promoted Collegiatemusic educator activities statewide and through local collegechapters. GMEA's members have maintained an apparently unique commitment toprofessional unity, thus allowing the association to fulfill itsconstitutional objectives for music education.
Form(s) of Curriculum Inquiry employed in this Dissertation: historical

(12) Title: HOUSE MUSEUM EDUCATION PROGRAMS: REINFORCING SCHOOL SUBJECTS THROUGH A VISUAL EXPERIENCE
Author: STRICKLAND, TIFFANY TULEY
School: UNIVERSITY OF GEORGIA Degree: MHP pp: 190
Advisor: WATERS, JOHN

Research Problem: A methodology, or general model, was developed to assist house museums implement house museum education programs. House museumeducation programs are defined as a program between house museums andlocal schools, where school classes visit the house museum inconjunction with a subject they are learning in schools. Thesecomponents are designed to correlate with state curriculum goals.

Thehouse museum visit is designed to use the student's observationskills to reinforce their school subject. An example program, basedon the general model, is provided that uses a specific house museum.The site corresponds to the eighth grade Georgia Studies socialstudies class.
The methodology on how to develop a house museum educationprogram evolved from research on: the history of house museums,interpretive methods for historic sites, a review of museum educationliterature, and a survey of house museums from around the UnitedStates.
Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(13) Title: SKILL ACQUISITION IN INSERVICE TEACHERS OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISABILITIES (EMOTIONAL DISABILITIES, TEACHER SKILLS)
Author: QUIRK, CONSTANCE ANN
School: UNIVERSITY OF GEORGIA Degree: PHD pp: 184
Advisor: HOY, CHERI

Research Problem: Much research has dealt with defining teacher skills and strategies; however, less effort has been focused on determining howthese skills are learned and/or whether there is an order to theirdevelopment. This study investigated skill acquisition of in-serviceteachers of emotionally and behaviorally disabled preschool studentsduring an academic year of periodic in-service training. The studyexamined the order of development of 63 previously identifiedteaching skills contained in the teaching performance observationalrating instrument--the Developmental Therapy Rating Inventory ofTeacher Skills (DT/RITS), Stage Two form. Information was acquiredabout which teaching behaviors teachers learn quickly and those whichare more difficult to acquire. The study also examined the role ofsupervisors and their feedback in shaping training.
A combination of quantitative and qualitative methodologies wasused to study data drawn from three sources: Observationalperformance measures, instructors' written feedback, and transcriptsof interviews with instructors. The study was organized into threephases. Phase one employed quantitative methods of data analysis togenerate five definitive categories: Already mastered, responsive totraining, difficult to master, volatile, and residual. Phase Twosubjected instructors' written feedback to qualitative contentanalysis as a means of investigating the relationship between skillacquisition and written feedback. In Phase Three qualitativestrategies were used to analyze transcripts from interviews withinstructors for their perceptions of in-service training issuesinvolving skill acquisition. The study generated a sequence of groups of items according todifficulty of acquisition and identified preliminary sequences toskill items within groups. Skills were shown to increase indifficulty from those characterized as survival skills to those whichfocus on effectively and therapeutically addressing students' needs.The findings showed written feedback as an important component ofin-service training. Four principles emerged from the findings asguidelines for designing in-service training programs: (a) Acontinuum of difficulty among groups of items, (b) targeting writtenfeedback for acquisition of skills that have reasonable expectationsof acquisition, (c) selectively choosing direct or indirect writtenfeedback for specific categories of skills, and (d) high attentionapplied selectively to targeted skills.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-scientific research

(14) Title: PROFESSIONAL ATTRIBUTES OF MEDICAL TECHNOLOGISTS
Author: MARTIN, SHARON MOOREFIELD
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 230
Advisor: HOLT, MARGARET E.

Research Problem: The purpose of this study was to identify professional attributes appropriate for Medical Technologists. The identificationof professional attributes is important for accountability issuesconcerned with providing quality patient care and for educationalprogram outcomes. Identification is important as a first step towardincorporating the teaching of these attributes in undergraduatecurricula and the measurement of these attributes in new graduates aswell as current practitioners. Similar studies which identifyprofessional characteristics have been performed for medicine,nursing and other allied health professions, but no studies of thistype have been conducted for Medical Technology.

The Delphi technique was used for this descriptive study becausethe method was well adapted for soliciting subjective opinions from aheterogeneous national group. Round Zero was utilized to derive aninitial listing of 82 attributes and organization of attributes intofive categories: psychological maturity, critical thinking,interpersonal skills, work habits, and physical appearance. In RoundsOne and Two participants were given the opportunity to rate eachattribute. Forty attributes remained at the end of Round Two.Overall, the use of the Delphi permitted the identification,categorization, and narrowing of a large listing of attributes intosmaller, more usable data.

The most highly rated attributes, shared by most other medicalprofessions were honest, accountable, and truthful. There exist forMedical Technology, however, some unique differences from otherhealth professions. Attributes such as patient advocate, caring, andempathy which may be considered important for medical professionalshaving direct patient contact, do not appear to be essential forMedical Technologists. Some attributes which seem to relate toanalytical investigations, such as thorough, careful, and inquisitiveappear to be unique for Medical Technologists.

The most important implications for this study are involved withstudent curriculum and recruitment issues, the practice profilesdeveloped by professional organizations, and the expansion of theknowledge base of professional attributes. Further study is needed for determining the most effectivemethods for incorporation of the teaching and evaluation ofprofessional behaviors in educational settings.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative-action.

(15) Title: ADVANCED STANDING AND REGULAR STANDING MSW STUDENTS: A COMPARISON OF FOUNDATION INTERVIEW SKILLS
Author: CARRILLO, DOROTHY FIERMAN
School: UNIVERSITY OF GEORGIA Degree: PHD pp: 109
Advisor: THYER, BRUCE A.

Research Problem: The Council on Social Work Education (CSWE) mandates that Master of Social Work (MSW) students who hold the Bachelor of SocialWork (BSW) degree should not repeat graduate foundation coursecontent mastered in the BSW program. At many graduate schools ofsocial work, this policy is implemented by granting advancedstanding, exempting these students from the foundation course work(i.e. first two quarters or one semester of graduate study) requiredfor regular standing students (those with bachelor's degrees in otherdisciplines). This CSWE policy is based on an assumption thatgraduate students have at least comparable knowledge and skill offoundation content whether it was acquired in an accredited BSW orMSW program. The enactment of this policy and the implementation ofadvanced standing practice remain controversial among social workeducators for several reasons. First, advanced standing emerged outof a need to meet the employment demands of the 1960s and 1970srather than from educational research and planning. Second, thepractice is unique in graduate education. Third, the perception ofmany educators is that advanced standing students do not appear ascapable as regular standing students. This study addressed thequestion of whether advanced standing and regular standing studentshave equivalent knowledge of

foundation content. It was hypothesizedthat both groups would display equivalent use of the foundationinterview skills of facilitation, questioning/clarification, andsupport/empathy. This study employed a pre-experimental static-groupresearch design to compare the skills of both groups at the pointthey typically converge in the curriculum. Fifteen advanced standingand 23 regular standing students participated in the study. Theoutcome measure consisted of objective ratings of observers trainedto code the presence or absence of each skill displayed during10-second intervals of a 10-minute simulated interview recorded onvideo tape. Results indicated no statistically significantdifferences between groups for any of the three skills. Thesefindings lend modest support to advanced standing policy andpractice.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(16) Title: THE RELATIONSHIP BETWEEN TEACHER EVALUATION AND STUDENT ACHIEVEMENT IN SELECTED ELEMENTARY SCHOOLS IN GEORGIA
Author: BURKHALTER, BECKY ANN
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 134
Advisor: KIMBROUGH, RALPH B.

Research Problem: This study examined the relationship between teacher evaluation and student achievement. The sample included second andfourth grade classes in selected schools in southeast Georgia.Teachers were varied in terms of experience; both beginning andexperienced teachers were included in the sample. The classes wereheterogeneously grouped.
Administrators' ratings of teachers on the Georgia TeacherObservation Instrument (GTOI) were correlated with students' classgroup mean achievement scores on the Iowa Test of Basic Skills(ITBS). In addition, the administrators ranked the teachers as either"superior" or "not superior" in order to establish theadministrators' opinions of teachers.
Major findings of the study were that there was a correlationbetween administrators' ratings of teachers on the GTOI and students'ITBS scores. Teachers who received more satisfactory scores and/ormore positive comments on the GTOI taught classes which had higherITBS scores. Additionally, one of the three GTOI observation taskareas had an individual subdimension which correlated with ITBSscores: Subdimension A of Task Area II, Promoting Engagement of area"Assesses and Encourages Student Progress." Items not found to berelated to student achievement were remaining individual task areasubdimensions of the GTOI and administrators' opinions of teachers asbeing superior.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(17) Title: PERCEPTIONS OF GEORGIA HIGH SCHOOL PRINCIPALS ABOUT THEIR ROLE IN AND ADEQUACY OF PREPARATION FOR INSTRUCTIONAL LEADERSHIP (PRINCIPAL PREPARATION)
Author: GRAY, LYNNE BAKER
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 157
Advisor: PHILLIPS, J. ARCH JR.

Research Problem: The purpose of this descriptive study was to examine high school principals' commitment to instructional leadership and theirperceptions of the competencies necessary to fulfill that role.Participants selected for this study were all public high schoolprincipals in Georgia under contract for the 1991-92 school year.
The first data collection method was a three part surveyinstrument designed by the researcher. Section A requestedbiographical data related to levels of professional preparation andexperience. Section B consisted of twenty statements drawn from theliterature related to effective schools research and principals'commitment to instructional leadership. The statements alsoinvestigated principals' perceptions regarding the delegation ofinstructional leadership responsibilities to local school leaders,central

office leaders, and teachers. Part C contained twenty-twostatements related to principals' perceptions of competenciesnecessary to fulfill an instructional leadership role. A numericalresponse Likert Scale was used to indicate the level of agreement ordisagreement for each statement in Sections B and C. The second method utilized was a telephone interview with twentyrandomly selected principals in Georgia. The open ended interviewquestions were related to the research questions developed for thisstudy. Principals were asked to provide information describing theirinstructional leadership role in their schools. The study found that high school principals were committed to aninstructional leadership role, both through direct action andoverseeing the delegation of tasks to local school leaders, centraloffice leaders, and local school teachers. Low correlations werefound to exist between the commitment to instructional leadership andthe variables of levels of professional preparation and years ofprincipalship experience. The study further found that principalsexpressed a commitment to curriculum leadership as well. The respondents indicated agreement that while they hadopportunities during professional preparation to acquire twelveinstructional leadership competencies, twelve additional competencieswere not obtained. Levels of professional preparation and years ofprincipalship experience were reported to have a low correlation withprincipals' perceptions of instructional leadership competencies.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological research

(18) Title: A SURVEY OF STRATEGIES AND HUMAN RESOURCES USED BY ELEMENTARY ADMINISTRATORS FOR IMPROVING INSTRUCTION IN GEORGIA PUBLIC SCHOOLS (STAFF DEVELOPMENT)
Author: HUTCHINSON, SHEILA ELIZABETH MURRAY
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 279
Advisor: PAJAK, EDWARD F.

Research Problem: The purpose of this study was to determine the extent to which Georgia elementary principals use or recommend strategies andhuman resources that are advocated by researchers and experts insupervision to assist teachers with the improvement of instruction.

To pursue the purpose, a survey instrument was developedcomprised of thirteen strategies and seven human resources stronglysupported in the literature as "effective" supervisory practices forimproving classroom instruction. Five hundred seventeen (517)questionnaires were mailed to elementary principals from eighty-eight(88) participating school districts. Two mailings were conducted toincrease the sample size and response rate. The respondents wereasked to do the following: check the strategies and human resourcesused or recommended during the 1990-91 academic year to assistteachers with their instruction; rate the "level of success" of eachstrategy and human resource checked with "Not Effective," "SomewhatEffective," or "Effective"; check the condition under which thestrategies and human resources used or recommended were successful.

The responses of the participants were tabulated, converted intopercentages, and rank ordered. Chi-square tests were run to determineif the differences in the reported frequency of use of strategies andhuman resources surveyed in this study were related to the personalcharacteristics of the respondents. A probability significance levelof.05 or less was considered acceptable.

Findings indicated that Georgia elementary principals arecurrently using or recommending strategies and human resourcesadvocated by researchers and experts in supervision to assist theirteachers with the improvement of instruction. The extent of use ofresearch-based strategies and human resources among Georgiaelementary principals is limited. There is evidence of an overuse ofclassroom observation as a strategy. Female elementary principalsused or recommended a greater variety of strategies and humanresources to

assist teachers with the improvement of instruction thanmale elementary principals. Strategies and human resources verified by Georgia elementaryprincipals as supervisory practices for improving instructionincluded: classroom observation, conferences with teachers, staffdevelopment, reviewing lesson plans, faculty meetings, inservicesessions, professional activities and conferences (workshops),providing books, literature, and appropriate instructional materials,interschool visitations, demonstration teaching, central officestaff, consultants, mentor teachers, lead teachers, and R.E.S.A.(regional) consultants.

Form(s) of Curriculum Inquiry employed in this Dissertation: action research

(19 Title: AN EVALUATION OF AN IMPLEMENTED TEACHER SUPPORT SPECIALIST PROGRAM IN SELECTED GEORGIA PUBLIC SCHOOLS (MENTORING)
Author: MURPHY, HERBERT LYNN
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 166
Advisor: PAJAK, EDWARD F.

Research Problem: The purpose of this study was to evaluate the implementation of Georgia's Teacher Support Specialist MentoringProgram as perceived by mentors and proteges in the North GeorgiaRegional Educational Service Agency (RESA) geographical area. Thepopulation consisted of 76 elementary and secondary school mentorsand their 86 beginning teacher proteges in 5 school districts in theNorth Georgia RESA area.

Fifty-seven mentors and sixty proteges responded, after a yearlong association, to a researcher-designed survey instrumentregarding mentoring behaviors resulting from a state designed mentortraining program. An additional survey section surveyed proteges'future career intentions.

Mean scores, t tests, and a correlation coefficient were used toanalyze the data. Mentors perceived "providing genuine friendship"and "verbalizing positive aspects of teaching" as their strongestdemonstrated behaviors. Proteges perceived "providing genuinefriendship" and "maintaining confidentiality about the protege'sperformance" as their mentors' strongest behaviors. Both groupsperceived the mentors' "acclimating the protege to the community" and"assistance with test development" as lesser demonstrated behaviors.

Study conclusions include the following: (1) mentors and protegesboth view the mentor as having implemented the behaviors of theTeacher Support Specialist Mentoring Program as specified in theprogram's training objectives; (2) a relationship appears to existbetween having had a successful beginning teacher mentoringexperience and making future career plans to remain in teaching; (3)age, school level, years experience, and degree level made nodifference in the perception of the mentors' behaviors; (4) mentorsviewed themselves as demonstrators of reflective teaching activitiesto a significantly greater extent than did their proteges; and (5)the Georgia Teacher Support Specialist Training Program appears to bean effective mentor training program as demonstrated by theimplemented behaviors as perceived by mentors and proteges.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative research.

(20 Title: CLIMATE IN GEORGIA MIDDLE SCHOOLS AND COMPUTER USE BY PRINCIPALS (SCHOOL CLIMATE)
Author: TOUCHTON, DEBORAH ANN FOUNTAIN
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 174
Advisor: HOLMES, CHARLES THOMAS

Research Problem: The purpose of this study was to compare the climate in

Georgia middle schools for principals who were low in computer use,moderate in computer use, and high in computer use based on responsesto the Computer Uses and School Climate (CUSC) survey. School climateincluded the following eight factors: (1) clear school mission andinstruction, (2) safe and well-ordered learning environment, (3)expectations for success, (4) high morale, (5) effectiveinstructional leadership, (6) quality classroom instruction, (7)monitoring student progress, and (8) positive home-school relations.In addition, nine biographic characteristics (age, years ofexperience, school size, system size, computer availability, computerexperience, sex, race, and highest degree earned) for the threecategories of principals were compared.

There were 129 principals, from a sample of 197 Georgia middleschool principals, who responded to this survey. From analyses of thedata generated by CUSC, three null hypotheses were tested at the.05level of significance using ANOVA and chi-square.

In regard to the influence of principals' computer use on theschool climate, the data indicated statistically significantdifferences for (1) clear school mission and instruction and (2)positive home-school relations. The null hypotheses for the other sixschool climate factors were accepted.

This research also indicated that age, years of experience,school size, system size, sex, race, and highest degree earned, hadno statistically significant differences based on computer use.However, statistically significant differences were found forcomputer availability and computer experience.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research.

(21) Title: THE ROLE OF THE SUPERINTENDENT IN INSTRUCTIONAL LEADERSHIP
Author: WATTS, GEORGE WAYNE
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 102
Advisor: BROWN, CARVIN L.

Research Problem: This study examined the instructional leadership of 148 of the 184 Georgia school superintendents through their degree ofpersonal involvement in 12 instructional leadership behavior tasks.These 12 tasks were (1) collaboratively developing goals, (2)evaluating instructional effectiveness, (3) facilitating instructionthrough budget, (4) planning for instruction, (5) supervisinginstruction, (6) monitoring instructional programs, (7) developingprincipals as instructional leaders, (8) developing instructionalpolicies, (9) reviewing research, (10) selecting personnel, (11)facilitating staff development, and (12) communicating systemexpectations. Responses to Likert-type survey items for each of the12 tasks were the dependent variables in this study. The independentvariables were (1) sex of the superintendent, (2) overall years ofexperience as a superintendent, (3) years of experience as asuperintendent within their current system, (4) the ratio of systemcurriculum and instruction staff to system FTE, and (5) the ratio ofsystem business management staff to system FTE.

With one exception, there was no difference in instructionalleadership behaviors of female and male superintendents. Theexception was that females showed a slight tendency to do moreinstructional planning.

Overall experience was found to have a negative correlation toinstructional leadership behaviors when taken as a whole, suggestingthat superintendents with more experience are less involved ininstructionally related leadership behaviors. Specifically, anegative correlation was found between overall experience andfacilitating staff development. Statistically significant negative correlations were foundbetween the experience of superintendents in their current positionand the instructional leadership behaviors of collaborativelydeveloping goals and communicating system expectations. No significant correlation was found between the ratio of systemcurriculum and instructional staff to system FTE and superintendentinstructional leadership behaviors. No significant

correlation wasfound between the ratio of system business management staff to systemFTE and superintendent instructional leadership behaviors.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(22) Title: CHARACTERISTICS OF SUCCESSFUL LONG-TERM ELDERHOSTEL PROGRAMS ACROSS DIVERSE SITES(NONTRADITIONAL PROGRAMS)
Author: REED, NORMA JEAN QUINTERN
School: UNIVERSITY OF GEORGIA (0077) Degree: EDD pp: 177
Advisor: MERRIAM, SHARAN B.

Research Problem: The purpose of this study was to identify characteristics of successful long-term Elderhostel programs across diverse sites. Inaddition, the interaction of identified characteristics was explored.Four Elderhostel sites within a single state formed the multi-sitecase for qualitative analysis. The sites were selected using apurposive sampling approach based on criteria for success, longevity,and institutional and geographic diversity. The final sampleconsisted of four Elderhostel programs: one each at a public andprivate college, and two at nontraditional sites. The primary datacollection techniques used in this qualitative case study researchwere interviewing, observation, and document analysis. Data wereanalyzed using the constant comparative method.
Cross-case analysis of the data revealed that these fourElderhostel programs exhibited high program quality in threedimensions: (1) curriculum, (2) coordinator responsiveness, and (3)institutional support. Curriculum issues center around both coursecontent and teaching faculty. In both aspects, successful sitesconsistently deliver sound, stimulating content by well-prepared andcapable instructors. Careful attention is paid to diversity andbalance of both topics and presenters within each program week.Coordinator responsiveness is expressed in both content-specific andpeople-specific ways. Content-specific awareness ties togetherinstitutional strengths and national office requirements. Sensitivityto institutional strengths is exhibited, for example, when choosingcourses and optional activities. Yet at the same time, nationalrequirements regarding hours of instruction and programimplementation must be met. People-specific attention relates toanticipating perceived needs and reacting to expressed needs of bothparticipants and staff. Institutional support is philosophical whenthe sponsoring entity sees benefits in offering Elderhostel, andoperational when the administrative structure allows for coordinatorautonomy, administrative visibility, and inter-departmentalcooperation. The three factors are interrelated both in terms of the interplayof the dimensions within each factor, and also between and among thefactors themselves. Curriculum and responsiveness factors wereparticularly interdependent. It was concluded that although there aremany additional elements which can enhance an Elderhostel program,these three elements alone are critical to on-going success. Takentogether, the three elements comprise a high quality program.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberative.

(23) Title: DETERMINING CHARACTERISTICS OF THE FOREST INDUSTRY IN THE 21ST CENTURY: A DELPHI STUDY WITH IMPLICATIONS FOR AGRICULTURAL EDUCATION PROGRAMS (TWENTY FIRST CENTURY)
Author: MCALLISTER, ALAN DALE
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 280
Advisor: IVERSON, MAYNARD J.

Research Problem: The primary purpose of this study was to determine the characteristics of the forest industry in the year 2000 in order torecommend curriculum content for agricultural education programs ofthe future. Specific objectives were to determine: the generalcharacteristics of the forest industry in the year 2000,

ademographic profile of opinion leaders in the forest industry, if theDelphi technique could be used to achieve consensus among forestryexperts, the work force requirements of the forest industry, and theeducational requirements of those employed in the forest industry inthe year 2000.

This was a national study using a two-round modified Delphitechnique. The panel of experts were nominated by the participants ofthe 1990 Society of American Foresters Annual Meeting, the executivesecretaries of the private state forestry associations, and thedirectors of the public state forestry agencies. The 33 mostfrequently nominated experts were invited to participate in thestudy. A structured Delphi instrument consisting of 85 items on aLikert-type scale was developed from the literature. The instrumentwas reviewed for content and face validity by an 11-member panel.

Consensus was achieved on an item if at least 60% of therespondents were in agreement and the composite score fell in theagree or disagree range. The standard deviations and interquartileranges indicated that the central tendency was a movement towardconsensus. The responses were found to be very stable from round 1 toround 2 as indicated by the Pearson product-moment correlationcoefficient procedure, the Wilcoxon matched-pairs signed-ranks test,and the tenacity rates. It was concluded that: (1) The forest industry will grow andchange rapidly into the 21st century with increasing emphasis onprotecting the environment through ecosystem management. (2) Opinionleaders in the forest industry can best determine curriculum contentfor forestry programs of the future. (3) The Delphi technique waseffective in determining consensus among forestry experts regardingfuture characteristics of the industry. (4) There will be increasedemployment opportunities and a corresponding need for trainingprograms in forestry. (5) There is a need to continually update theforestry curriculum in agricultural education programs. Thirty-onecontent items were identified as essential for inclusion in theagricultural education curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative.

(24) Title: TEACHER PERCEPTIONS OF THE EFFECT OF STATE LEGISLATION AND FUNDING ON THE ADVANCED PLACEMENT STUDIO ART PROGRAM AND ON THE HIGH SCHOOL ART CURRICULUM IN SOUTH CAROLINA

Author: DAVIS, CHRISTINE J.

School: UNIVERSITY OF GEORGIA Degree: EDD pp: 191

Advisor: JOHNSON, ANDRA

Research Problem: The purpose of this study was to investigate the perceptions of Advanced Placement Studio Art teachers of the effectof state legislation and funding on the Advanced Placement Studio ArtProgram (APSAP) and high school art curriculum in South Carolinaschools. Descriptive and qualitative data was analyzed to determinethe actual status of high school studio art curriculum practices andteacher training in light of recent legislation mandating theinitiation of quality education programs in the schools.

The procedure of this study involved the compilation of (1)responses to questions concerning the regulations and funding for theAPSAP and actual classroom practices, (2) information about teachertraining for the APSAP, and (3) statistical data concerning thepossible growth and/or attrition of student participation and scoresin the APSAP due to state legislation and funding.

The population of this study included 30 APSAP teachers fromacross the state of South Carolina who participated in the APSAPduring the years 1988, 1989 and 1990. The findings of the study showed a marked increase in the APSAPwithin two years after the 1984 legislation with even greater growthoccurring with subsequent state funded AP teacher traininginstitutes. All members of the population received state funding forAPSAP, although 52% believed that funding needed to be changed due tothe increasing cost of

supplies. The study also found that with thepresence of the APSAP, more attention was given to all levels of artcourses offered in the schools, with special emphasis on fundamentalskills. Students at all levels were given more responsibility in thetotal art process. The result of 1989 legislation aimed atincorporating the four components of discipline-based arts educationinto the total art program also was found to be highly successful. In conclusion, the effect of changes in state legislation andfunding policies for high school art education programs in SouthCarolina have had a positive effect because of direct teacherparticipation in establishing education policy, funding and teachertraining.
Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-naturalistic

(25) Title: THE ROLE OF THE ART SUPERVISOR/COORDINATOR: PERCEPTIONS OF ART TEACHERS, ARTS SUPERVISORS, AND ADMINISTRATORS
Author: RUSHLOW, BONNIE BOND
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 241
Advisor: JOHNSON, ANDRA N.

Research Problem: This study investigated the role and responsibilities of the art supervisor/coordinator at the district level as perceived byart teachers, arts supervisors, principals, and districtadministrators in South Carolina. Interviews conducted with artsupervisors/coordinators served as a basis for the development of aquestionnaire which included 41 tasks grouped into five overallcategories of responsibility: Curriculum and Instruction;Professional Development; Scheduling, Facilities, and FinancialSupport; Public Relations, and Other Responsibilities. Participantswere asked to rate the importance of each task on the basis of afive-point Likert Scale and to respond to open-ended questions. 135questionnaires were returned by the art teachers, arts supervisors,principals, and district administrators.
Null hypotheses were tested using Analysis of Variance (ANOVA) atthe.05 level in all five categories for each of the pairwise groups.In addition, each of the individual tasks was analyzed. Significantdifferences in the overall categories were found between the groupsconcerning their perceptions of the district art supervisor's role.Although no consensus was noted concerning what constitutes the roleof the art supervisor, there was agreement on the importance of manyof the individual tasks. All four groups rated curriculum developmentand implementation as one of the most important roles of the artsupervisor. This research provided the basis for the development of roledescriptors which may help to delineate the responsibilities of thesupervisor/coordinator as leader. These descriptors include:developer, advocator, provider, supporter, motivator, recruiter,evaluator, and facilitator. It is recommended that art supervisorsdevelop strong leadership roles in the areas of curriculum andinstruction; professional development; scheduling, facilities, andfinancial support; and public relations.
Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(26) Title: EFFECTS OF TEXTUAL FORMATS ON RECALL AND RETENTION OF INFORMATION BY SUBJECTS CLASSIFIED AS FIELD DEPENDENT/INDEPENDENT
Author: CONN, LINDA MARIE
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 136
Advisor: TILLMAN, MURRAY H.

Research Problem: The purpose of this study was to examine whether students with different cognitive styles (field dependent/neutral/fieldindependent) utilizing different text formats (one using selectedfeatures of Information Mapping$\sp\circler$ and another written inprose) to learn copyright laws for educators would score comparablyon recall and retention tests.

The sample consisted of 109 undergraduate students and 14graduate students majoring in 14 areas of study. Participants wereclassified as field dependent/neutral/field independent individualsaccording to the Group-Embedded-Figures Test, then randomly assignedto one of two treatment groups. The treatments varied only in formatone version was written in Information Mapping$\sp\circler$ and theother in prose.

Six research questions were examined. Data were analyzed usinganalysis of variance and the Scheffe test. Results indicated nosignificant differences. However, in a post hoc analysis twosignificant differences were noted: (1) female subjects scoredsignificantly higher than males on the retention test, and (2)subjects using the average or longest periods of time to complete themodules scored significantly higher on the posttests and retentiontests than those who took the minimal amount of time. These results did not support the conclusion that text format ofprint information would affect the recall and retention scores ofsubjects classified according to their cognitive style (fielddependent/independent). However, further studies investigating thearea of cognitive styles and learning from text are needed and couldhave implications for the design and development of printinstruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific research

(27) Title: AN ANALYSIS OF PRE-PRACTICE AND PRACTICE READING DEMANDS ON ASSOCIATE DEGREE REGISTERED NURSES (NURSING STUDENTS, TEXT READABILITY, ASSOCIATE DEGREE NURSES)
Author: HALASKA, MARILYN WALENTA
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 199
Advisor: PHILLIPS, J. ARCH JR.

Research Problem: This study responded to the lack of information about reading demands on pre-practice and practice associate degree nurses.Increasing numbers of nursing students have low verbal skills,pre-practice attrition rates are high and the range of pre-practiceand practice reading demands was unknown. Reading demand was definedas text-based predictors of the range and concentration of readingdifficulty of written materials.

The sample consisted of 500 documents and document segments usedby associate degree nursing students (pre-practice) and hospitalstaff nurses (practice). The setting was a rural Southern communitycollege and an acute care community hospital. Pre-practice publishedand teacher-made documents and practice materials used directly andindirectly by nurses in practice were analyzed. Content was limitedto the health care categories of respiratory and cardiovasculardisease, cancer and diabetes.

The method used was descriptive analysis of reading demands ofdocuments used by associate degree nurses. Reading demand wasmeasured by Flesch, Flesch-Kincaid and Fog readability formulas usingthe computer program Rightwriter to analyze word-processed whole textor text excerpts. Published text excerpts were content-specificpurposeful selections.

The most significant result was the wide range of reading demandsin pre-practice and practice. As expected, practice reading demandwas less than pre-practice. Published documents demonstrated higher,more consistent reading demands than teacher-made. Practice directdocuments, specifically patient records, had low yet consistentreading demands, reflecting the repetitive and standardized nature ofmany documentation systems. Within the health care categories, pre-practice cancer had thehighest mean and widest range of reading demands, reflecting theconcentration of pathophysiological and pharmacological terms andteacher attempts to improve student comprehension. Teacher-madedocuments ranged widely, reflecting document purpose. Explanatorydocuments had low reading demands. Summary references had highdemands. The practice diabetes

Student responses were categorized by area of extracurricularactivity participation (Fine/Performing Arts, Athletics, Academics,Social/Service, or Career/Work Program) or non-participant inextracurricular activity. To test the research hypotheses,statistical analyses included Analysis of Variance (ANOVA), Pearsonproduct-moment coefficient of correlation (r), and Chi square.

Results from the data analyses revealed student perceptions ofteacher influence to be related to student participation inextracurricular activities. Students participating in the area ofFine/Performing Arts were more significantly influenced by teachersthan were students in the work program. Students who reported noparticipation in any extracurricular activity perceived significantlyless influence than any of the extracurricular activity participationareas. A positive correlation was obtained between the variables ofteacher influence and the number of activities in which studentsparticipated. No relationship was found between sensation-seeking andteacher influence or between sensation-seeking and studentparticipation in extracurricular activities.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(28)Title: THE AESTHETIC DIMENSION IN THE PREPARATION OF MUSIC EDUCATION MAJORS AT THE UNDERGRADUATE LEVEL (AESTHETICS EDUCATION)

Author: KAHRS, SHEILA O'SHEA
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 200
Advisor: PHILLIPS, J. ARCH JR.

Research Problem: The purpose of this study was to examine the aesthetic dimension in a preparation program for music education majors at theundergraduate level. The review of the literature on the aestheticdimension guided the investigator in structuring interviews for Phasel of the study. Interviews were conducted with scholars in the fieldsof aesthetics, aesthetic education, and music education to gathertheir opinions concerning the aesthetic dimension of the preparationprogram. Themes emerging from analysis of the data gathered in Phas I were organized into a questionnaire used in Phase II.

The interview data gathered in Phase I were analyzed using aqualitative method and six main themes and several subcategories wereidentified: Aesthetics as an Area of Study; The Problem/WhyAesthetics is Not Deliberately Attended to in Music TeacherPreparation Programs; Appropriateness of Undergraduate Level; WhoShould Teach Aesthetics; What Should be Taught in Aesthetics; and HowShould Aesthetics be Taught. Consideration of these themes suggesteditems to be used in the instrument, Aesthetics in Music TeacherPreparation Questionnaire, used in Phase II of the study.Twenty-eight questionnaires was returned from the Deans of Schools ofMusic at 53 selected institutions. Analysis of the responses to the questionnaires revealed severalinsights concerning aesthetic education and its interaction withmusic teacher preparation at the undergraduate level. The moreimportant of those insights are: difficulty in researching andteaching aesthetics is related to the Research Problemness and difficulty ofthe topic; in addition to the difficulty of the topic, there arepractical constraints and institutional barriers at the elementary,secondary and college level that dictate program choices; currentteacher preparation programs are driven by state certificationrequirements and a curricular emphasis on courses leading to skillacquisition; there are few instructional materials available forcollege teachers to use in teaching aesthetics; and many musicprofessors have themselves not studied aesthetics. The undergraduatelevel is the appropriate level for teaching aesthetics by integratingit within the curriculum. This program must be balanced and infusedwith teaching the philosophy of music and emphasizing the richnessand depth of experience with music.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(29) Title: IMPACT OF GEORGIA'S COLLEGE PREPARATORY CURRICULUM ON ACADEMIC SUCCESS AT GAINESVILLE COLLEGE
Author: HAMILTON, JOHN MICHAEL
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 193
Advisor: HEARN, JAMES C.

Research Problem: Too many students graduate from high school and arrive at college without adequate preparation to undertake the rigors ofcollege-level work. Georgia, like some other states, has responded tothis problem by promoting policies designed to improve the academicreadiness and quality of students as they enter higher education. In1984, the Georgia Board of Regents mandated that all high-schoolseniors graduating in the spring of 1988 or later complete aprescribed college preparatory curriculum (CPC) before they enter aUniversity System institution as regular placement freshmen. Incomingstudents with deficiencies in one or more of the five CPC areas(English, foreign language, mathematics, science, and socialsciences) must make them up by completing the appropriateinstitutional credit course work, thus increasing the number ofhurdles they must overcome as they pursue their higher education.This study attempts to assess the impact of the CPC, independent ofhigh-school grade-point average and SAT scores, on the academicsuccess of full-time first-time freshmen students at a two-year unitof the University System. Several outcome measurements compareCPC-completers versus students with CPC-deficiencies: persistence,grade point average, and credit hour completion. In addition, thetransfer activity to a senior college or university within the Systemis investigated over a three year period for those students whoentered the two-year college during the fall of 1988. Data indicatethat completing Georgia's CPC in high school lends matriculatingstudents a moderate academic edge in terms of earned credits over thefirst academic year, one-year persistence, and transfer activity.College advisement is enhanced to some degree by identifyingCPC-noncompleters as potentially high-risk students. Moreover, theCPC guidelines provide high-school counselors and faculty with ameans to encourage students to make curricular choices moreconsistent with a prescribed set of pre-college courses. It is alsolikely that the CPC contributes to higher SAT scores and high-schoolgrade averages which in turn serve as good predictors of academicsuccess in college. Lastly, the CPC, however imperfect, provides atool that can be manipulated to best serve the educational needs andaspirations of those bound for college. Findings from the studyshould help policy-makers discern whether the CPC policy is achievingits desired goals in a cost-effective manner and how to betterarticulate high-school curricula with college expectations.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(30) Title: A MODEL CLASSICS CURRICULUM: A DESCRIPTIVE CASE STUDY (GREEK, LATIN, PERENNIALISM)
Author: HAMILTON, RICHARD FRANK
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 659
Advisor: MORAIN, GENELLE

Research Problem: This dissertation presents a descriptive case study of a four year curriculum experiment carried out at a small secondaryschool in central Texas. The curriculum described offers acomprehensive program of Greek and Latin language study integratedwithin year long Greek history, Roman history, and classicalmythology courses. The philosophical orientation of the curriculum iffully embedded in the perennialist tradition and stresses theimportance of a careful review of the philosophical foundations uponwhich curriculum decisions are based. The goals of this curriculum are: (1) to give students andteachers an opportunity of philosophical self-reflection; (2) tooffer students

a sense of orderliness; (3) to foster an appreciationof rationality; (4) to acquaint students with the basic foundationsof the Western intellectual tradition; and (5) to emphasize the useand appreciation of language.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(31) Title: BEYOND POSITIVIST SPORT PEDAGOGY: DEVELOPING A MULTIDIMENSIONAL, MULTIPARADIGMATIC PERSPECTIVE
Author: CHOI, EUICHANG
School: UNIVERSITY OF GEORGIA Degree: PHD pp: 177
Advisor: HARRINGTON, WILMA M.

Research Problem: The primary purpose of this study was to develop a multidimensional, multiparadigmatic view of sport pedagogy as a fieldof study. This purpose was pursued by reconceptualizing the nature ofthe subject matter and modes of inquiry in sport pedagogy.Curriculum as the subject matter was understood as asocially-constructed, family resemblance concept that involvedmultiple dimensions. Five curriculum dimensions were identified: thetextual, the perceptual, the operational, the hidden, and the null.Multiple modes of inquiry were legitimized for sport pedagogy basedon Jurgen Habermas' theory of knowledge-constitutive human interests.The empirical-analytic, the interpretive, and the critical researchparadigms were identified as viable. The basic assumption underlyingthe alternative view was that multiple paradigms should be employedfor sport pedagogues to appreciate the multiplicity of the subjectmatter. A review of conceptual and empirical studies by using theParadigm-Dimension Conceptual Framework showed that the alternativeview does far greater justice to the ways in which systematic inquiryis actually conducted in sport pedagogy.
Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(32) Title: DEVELOPING THE MOTOR CREATIVITY OF ELEMENTARY SCHOOL PHYSICAL EDUCATION STUDENTS (CREATIVE MOVEMENT)
Author: HANSON, MARGARET ANNE BAUER
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 201
Advisor: JEWETT, ANN E.

Research Problem: The purpose of this study was to determine the effectiveness of instruction focused on the creative movementprocesses in developing the motor creativity of fourth grade physicaleducation students. The creative movement processes of varying,improvising, and composing from the process dimension of the PurposeProcess Curriculum Framework (Jewett & Mullan, 1977; Jewett & Bain,1987) were utilized to plan instruction for developing motorcreativity. A model was developed for planning instruction for thecreative movement processes approach, including three steps: statingobjectives, planning modifications of activity's content, andplanning feedback. The performances of students who had experiencedthis approach were compared to those of students who had experiencedthe traditional approach of skills acquisition and refinement. Subjects for this study were 58 fourth-grade students who wereevenly distributed in two homerooms. Each homeroom experiencedlearning strategies specific to their group's instructional focus(creative or traditional). As they participated in their regularlyscheduled physical education classes for 16 weeks, they receivedlessons in ball handling, rope jumping, dancing, and rhythms. Datawere collected using measures of general creativity, motorcreativity, and motor skills ability. Journal observations recordedby the researcher following each lesson provided additionalinformation. Significant differences between groups were found. The creativeinstruction group improved significantly in general creativity, whilethe traditional instruction group remained relatively the same. Thecreative instruction group scored significantly higher than thetraditional instruction group in terms of motor creativity and motorskills ability.

General creativity, motor creativity, and motorskills ability were unrelated following traditional instruction; yet,general creativity and motor creativity were moderately relatedfollowing instruction in the creative movement processes.
An analysis of the journal observations revealed three categoriesof student behaviors: affective, social, and skill-learningbehaviors. More positive behaviors were recorded for the creativeinstruction group in each of the three categories. The major conclusions of the study were that instruction focusedon the creative movement processes improves general creativity,results in superior performances in motor creativity and motor skillsability, and promotes positive affective, social, and skill-learningstudent behaviors.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative action research.

(33) Title: EDUCATIONAL VALUE ORIENTATIONS AND PHYSICAL EDUCATION GOALS
Author: MARTIN, VEOLA LAVERNE PATTERSON
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 142
Advisor: JEWETT, ANN E.

Research Problem: The purpose of this study was to ascertain the educational value orientations of selected physical educators, their perceivedvalue orientations, and the relationship of their stated goals forphysical education to those value orientations. Value orientationswere measured using the Value Orientation Inventory (Ennis & Hooper,1988) as Part II of the Physical Education Inventory. Teacher goalsin this study were identified using statements derived from the sevenmajor purpose concepts of the Purpose Process Curriculum Framework(Physical Education Inventory, Part III and Part IV). Physical educators from a large midwest metropolitan urban schooldistrict completed the four-part Physical Education Inventory duringan initial school year inservice session. Value orientation profileswere generated for each subject. Strong value orientation scores wereof interest and were reported in this study. The identified strongvalue orientations were then used to examine teachers' assessment ofgoal importance through ranking of seven physical education goals.Differences in value orientations and goals were also examined inrelation to gender, age, years teaching experience, and grade levelassignment. While the largest percentage of strong value orientation scoreswas for the orientation of disciplinary mastery, the largestpercentage of teachers was found to possess multiple valueorientations (strong in two or more value orientations).
No vast differences were found in relative positions of the threemost important physical education goals. These three goals werefitness, enjoyment, and group interaction. Small differences inimportance were observed between priority rankings when rating andwhen ranking the seven physical education goals. No meaningful differences were observed in value orientationsaccording to gender. Differences were found in value orientations ofteachers according to age, teaching experience, and grade levelassignment. Although some differences were found in ranking of goalsaccording to gender, age, teaching experience, and grade levelassignment, none of these differences appeared to be major ormeaningful.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative-deliberative

(34) Title: THE DEVELOPMENT OF AN INSTRUMENT TO ASSESS THE ATTITUDES TOWARD CULTURAL DIVERSITY AND CULTURAL PLURALISM AMONG PRESERVICE PHYSICAL EDUCATION MAJORS (PRESERVICE TEACHERS)
Author: STANLEY, LINDA SUSAN
School: UNIVERSITY OF GEORGIA Degree: PHD pp: 177
Advisor: HARRINGTON, WILMA M.; OKEY, JAMES R.

Research Problem: The purpose of this study was to develop and validate an instrument to assess attitudes toward cultural diversity and culturalpluralism among preservice physical educators. The Cultural Diversityand Cultural Pluralism Attitude Assessment (CDCPAA) was developedusing procedures for instrument development in the affective domaindefined by Gable (1986). Items were developed from a review of theliterature in multicultural education and physical educationcurriculum guides. Content validity for the items was established bya panel of experts from the areas of multicultural education andphysical education. Readability of the CDCPAA was established by apanel of judges representative of the students for whom theinstrument was developed.

The CDCPAA consisted of 60 questions and was constructed using asix-point Likert scale. The CDCPAA was completed by 215 physicaleducation majors enrolled in the final two years of a teacherpreparation program at 11 universities. Internal consistencyreliability was established for the instrument as a whole with analpha reliability coefficient of.91. Construct validity wasdetermined utilizing Principal Components Analysis, Image ComponentsAnalysis, and Alpha Factor Analysis. To insure robustness of thedescribed factors, the Varimax orthogonal rotation and theHarris-Kaiser oblique rotation were employed.

The results of the factor analytic procedures defined threefactors which measured the degree of positive attitudes towardcultural pluralism. This was a somewhat unexpected finding. It washypothesized that the instrument would be able to classifyrespondents as either having positive attitudes or negative attitudestoward cultural pluralism. Instead, the CDCPAA placed respondents onan underlying continuum measuring the level of positive attitudestoward cultural pluralism.

For this study, cultural diversity was defined as consisting ofthe five components of race/ethnicity, gender, socioeconomic level,religious affiliation, and language. In addition to the threecultural pluralism factors, the factor analytic procedures definedthe components language, religious affiliation,and socioeconomiclevel, three of the five hypothesized components of culturaldiversity. These factor structures contained fewer statements thanthe first three factors defined, so it was recommended that thecultural diversity factors be further developed before being includedas part of the instrument. A final instrument was developed from the first four factors.This instrument demonstrated both construct validity and internalconsistency reliability. The final instrument, the PluralismAssessment for Physical Educators (PAPE) consists of 19 statements.The PAPE measures the degree to which a respondent possesses positiveattitudes toward cultural pluralism and whether an individuals iscomfortable or uncomfortable with diversity. The four scales areAppreciate Cultural Pluralism, Value Cultural Pluralism, ImplementCultural Pluralism, and Uncomfortable with Cultural Diversity.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic.

(35) Title: PERCEPTIONS OF AFRICAN STUDENTS ABOUT THEIR PRE-COLLEGE SCIENCE EDUCATION PROGRAMS IN AFRICA AND A STUDY OF THEIR ATTITUDES TOWARD SCIENCE

Author: APPIAH, NYANTAKYI KWASI

School: UNIVERSITY OF GEORGIA Degree: PHD pp: 139

Advisor: RILEY, JOSEPH P.

Research Problem: The purposes of this study were to determine African students' perceptions about their pre-college science educationprograms in Africa, to determine their attitudes toward science, andto find out if there was a relationship between the students'perceptions about their science education programs and theirattitudes toward science. The study was also intended to determinethe perception and attitude differences between male and femalestudents; and between students from both English and French speakingAfrican countries who went through either the English or

Frenchsystem of pre-college education in Africa. Finally, it was alsointended to determine any statistical interaction between male andfemale students within the two school systems regarding theirperceptions and attitudes.

The sample population for the study consisted of forty Africanstudents, all of whom had their pre-college education in Africa, butat the time of the study, were residents in Southeastern UnitedStates. An instrument was developed to measure the students'perceptions about their science education programs and theirattitudes toward science. It consisted of statements about sciencecurriculum, science instruction, and science resources, which, forthe purpose of this study, constituted the main components of scienceeducation. It also consisted of statements about attitudes towardphysics, chemistry, and biology which were considered the basicsciences. The results indicated that the African students who participatedin the study did not have positive perceptions about their scienceeducation programs in Africa, but they seemed to demonstraterelatively very positive attitudes toward science. In general, nosignificant differences were found between males and females, norbetween students from the English and French systems of education inAfrica; and there was no interaction. However, there was asignificant relationship between the students' perceptions abouttheir pre-college science education programs and their attitudestoward science.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(36) Title: INFLUENCES ON ATTITUDES TOWARD SCIENCE OF NONTRADITIONAL STUDENTS (SCIENCE ATTITUDES)
Author: GARDNER, CATHERINE MCDANIEL
School: UNIVERSITY OF GEORGIA Degree: PHD pp: 166
Advisor: ATWATER, MARY; SIMPSON, RONALD D.

Research Problem: An increasing proportion of students pursuing higher education are nontraditional students in that they are over the ageof 25, have been or are employed, and have spouses and/or children.Educators must understand this population of students to designprograms to meet their specific curriculum needs. The purpose of thisstudy, therefore, was to develop a model of major influences anddecision-making factors that affect involvement of nontraditionalstudents in science. This research extended the Simpson-Oliver modelthat originally identified those factors influencing involvement inscience through the high school years.

The study was conducted in three phases. The first phase was aqualitative survey which was used to revise the Simpson-TroostInventory for nontraditional students. The second phase developed thereliability and validity of the revised Simpson-Troost Inventory. Inthe third phase, information obtained from the administration of therevised and validated Simpson-Troost Inventory was used to develop acomponent of the Simpson-Oliver model identifying the majorinfluences and decision-making factors affecting the involvement ofnontraditional college students in science.

The results from the qualitative phase presented clear areas ofconcern relative to the nontraditional student. Areas of concern wereschool, science, family, and self. The nontraditional student wasfound to be proud, pragmatic, stressed, supported by the family, andmaster manipulator of a multitude of responsibilities. Analysis of the results from the administration of the revisedSimpson-Troost Inventory demonstrated several subscales significantlyinfluenced the attitudes of nontraditional students toward science.The self variables of science anxiety and achievement motivationaccounted for 10% and 40% of the variance in attitudes towardscience, respectively. The school variables of attitudes towardscience curriculum and attitudes toward other students accounted for57% and 2% of the variance in attitudes toward science, respectively.The family variables of general family attitudes toward science andfamily attitudes toward science when regressed on the variableattitude toward science accounted for 2% and

17% of the variance,respectively. Due to the low proportion of variance accounted for byfamily variables and the high correlations between the independentvariables school and self, it was decided to delete the familyvariable from the final model. Results demonstrated that self and school variables accounted forthe largest variance in attitudes toward science among nontraditionalstudents. These variables should be included in designing curriculumand instruction to foster positive attitudes toward science in thisemerging student population. Adults with positive attitudes towardscience are more likely to make the commitment to science which couldyield increased scientific literacy.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-scientific research

(37) Title: SOCIAL STUDIES AND NATIONAL DEVELOPMENT IN BOTSWANA, ZAMBIA, AND ZIMBABWE
Author: BROOK, DIANE LORRAINE
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 407
Advisor: PREISSLE-GOETZ, JUDITH

Research Problem: This study examined the relationship between social studies and national development in Botswana, Zambia, and Zimbabweand compared the educational experiences of these former Britishcolonies in southern Africa. Employing naturalistic inquiry and aneclectic theoretical perspective, case studies were constructed onthe three countries with data obtained during fieldwork. Qualitativeresearch methods included interviewing of educators and policymakers; analysis of national development and education policy; andanalysis of curricula, instructional materials, examinations, andrelated materials.

The case studies documented the intimate relationship betweeneducation and national development, a network of regionalrelationships, historical development of the three educationalsystems, and the role of contextual factors in shaping nationaldevelopment policy, educational reform, and social studies. Socialstudies and geography curricula were examined for reflections ofnational development and contextual factors, content, objectives,rationale, approaches, curricular traditions, and degree oflocalization. Problems and constraints affecting their implementationwere documented. Social studies was considered for its relativeimportance among priority subjects for national development.

The study revealed differences in the countries' affluence,development, and progress in implementing educational reform.Botswana, the most affluent, was least developed; Zimbabwe was themost developed, and Zambia was at an intermediary stage. Despitedifferences in national development philosophy, socialism in Zambiaand Zimbabwe and capitalism in Botswana, the three countries hadsimilar development thrusts and educational reform policies. Zimbabwehas made the most progress in educational expansion, and Zambia hasmade the least. Botswana has made the most progress in developing andimplementing indigenous social studies curricula relevant to nationaldevelopment. Sociocultural, economic, political, historical,environmental, and regional context factors were importantdeterminants of educational policy and implementation. Comparisonsacross the three countries revealed similarities: retention of linksto British education, conservative curricular reform efforts, socialstudies as important for decolonization and establishing a nationalidentity, and constraints on reform and progress related to thebroader national development context. The three countries wereparticipating in global convergence of education systems throughtheir development policies, at the same time as focusing ondecolonization and localization within.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-deliberative

(38) Title: A RHETORICAL ANALYSIS OF THE PERPETUATION OF AN EDUCATIONAL CRISIS: 1980-1989 (CRISIS PERPETUATION)

Author: DEHART, JEAN LAURA
School: UNIVERSITY OF GEORGIA Degree: PHD pp: 201
Advisor: LOGUE, CALVIN M.

Research Problem: During the 1980s, United States' elementary and secondary public education was frequently characterized as being in a state ofcrisis. This dissertation examines rhetorical strategies used inpublic discourse to depict a crisis in education. Proceeding on thetheory that reality can be socially constructed, I conclude that theeducational crisis was rhetorically constructed and perpetuated.

The genesis of the 1980s crisis is often dated to 1983, when ANation At Risk was published. This dissertation contends that thetradition of educational crises in the United States, the mood of thenation in the early 1980s, and the state of the newly formedDepartment of Education contributed to the development of the crisis.The nature of the rhetorical situation prior to publication of ANation At Risk is examined.

Public discourse on education constituted a rhetorical blitz.Widespread harms that demanded a comprehensive effort by citizenswere identified, but constraints that would allow effectiveimplementation of solutions were lacking. A Nation At Risk usedinternal and external exigences to depict problems with schools, anda naturalistic metaphor to create a sense of impending doom. Thedocument was summary in nature, but suggested problems in many areasof education and diffused the responsibility of solving them to allcitizens. Subsequent discourse imbued A Nation At Risk with authoritythrough repetition of phrases, portrayal of conclusions as objectivereality, and juxtaposition of ideas. The ensuing educational dialogueassumed the existence of a crisis and was cast in a negative tone.Rhetorical diversification occurred as rhetors discussed numerousareas of education and proposed a multitude of solutions. Majortopics in the dialogue were literacy, international test scores,domestic test scores, and teaching. Curriculum and money also playedimportant roles in the discourse. Despite the activity that occurred after A Nation At Risk, the1990s found many still arguing that a crisis existed. This is notsurprising, given that what was a rhetorical construction was treatedas an objective entity. Study of the approaches to the educationalcrisis can help us understand crisis construction and the factorsthat contribute to successful resolution of emergency situations.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical

(39) Title: TEACHER INFLUENCE AND SENSATION SEEKING AS FACTORS RELATED TO HIGH SCHOOL STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

Author: STANLEY, KATHY LAMBERT
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 131
Advisor: PHILLIPS, J. ARCH JR.

Research Problem: The study investigated student perceptions of the influence of teachers on student decisions to participate inextracurricular activities and examined the relationship ofsensation-seeking to high school students' decisions to participatein these activities.

Data were collected from 302 juniors and seniors who attended ahigh school in a small city in the Southeastern United States.Students completed a questionnaire consisting of four parts. Thefirst part solicited demographic data. The second part was Form II ofZuckerman's (1979) Sensation-Seeking Scale, which gave a measure ofthe risk-taking tendencies of the respondents. Part three was aresearcher-developed participation questionnaire used to obtainparticipation information and student perceptions of teacherinfluence on participation. The fourth part was an inventory ofextracurricular activities in which students participated.

(40) Title: APPLYING COGNITIVE DISSONANCE WITHIN A PERSONAL HEALTH CURRICULUM TO REDUCE RISK FACTORS ASSOCIATED WITH THE DEVELOPMENT OF EATING DISORDERS IN A UNIVERSITY POPULATION
Author: WOLFE, JENNIE LYNN
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 195
Advisor: HESLEP, ROBERT D.

Research Problem: Once considered medical curiosities, eating disorders are known to pose a serious threat to the health and academic performanceof students on university campuses nationwide. Indeed, if unchecked,the disorders may become psychologically and physically debilitating,and in some cases life threatening.
Ironically, little research has attempted to investigate howeating disorders may be prevented. In fact, debate continues aboutthe potential for prevention with some researchers cautioning thateducational programs may "encourage" rather than "discourage"disordered eating patterns.
The purpose of this study was to investigate differences amongstudents exposed to four mediated interventions designed to influencerisk factors associated with the development of anorexia and bulimianervosa. Of interest to this study were three risk factors: drive forthinness, body dissatisfaction, and dieting intention. The treatmentinterventions were incorporated into a various sections of a personalcourse offered at a southeastern university in spring 1991.
Mediated interventions were designed such that increasing levelsof cognitive dissonance were brought to bear on the variables underinvestigation. Drive for thinness and body dissatisfaction weremeasured using subscales from the EDI-2. Dieting intention wasmeasured by student response to the question, "During the next sixmonths do you plan to go on a diet?" Responses from 380 students were included in the data analysis.Results of one-way analysis of variance indicated statisticallysignificant differences in body dissatisfaction mean scores forfemales across the four levels of dissonance. No other significantdifferences were observed when data were analyzed by dissonancegroup, by sex, and by eating disorders predisposition status.Although not statistically significant, a trend was reported amongselected groups such that as dissonance increased, bodydissatisfaction and drive for thinness mean scores increased. Thefindings from this study suggest that dissonance-based educationalinterventions may increase rather than decrease body dissatisfactionin female university students.
Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative-action

(41) Title: PARENT INVOLVEMENT AND ACADEMIC ACHIEVEMENT: A META-ANALYSIS
Author: CRIMM, JO ANN
School: UNIVERSITY OF GEORGIA Degree: EDD pp: 196
Advisor: BROWN, CARVIN L.

Research Problem: The purpose of this study was to examine the existing body of literature and through the use of meta-analysis determine theeffect of parent involvement on academic achievement. A collection of57 quantitative studies was reviewed, and the meta-analysis of thosestudies produced an effect size which indicated that parentinvolvement has a positive impact upon a child's academic success.
Sorting the studies by age level of students, type ofintervention, type of study, and subject matter permitted a morein-depth analysis. The analysis of the sorted studies revealed thatelementary students (grades 3-5) benefit the most from parentinvolvement, home visits have the greatest impact, and readingimproves the most as a result of parent involvement. An additional 29 studies which did not possess the data formeta-analysis were summarized and a vote score was shown. Thisanalysis revealed a total of 17 studies which reported significantresults, and 12 studies which did not report significant results.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-philosophical

(14) UNIVERSITY OF ILLINOIS AT CHICAGO
Public Coed University

The University of Illinois was founded in 1867 as the land grant institution of the state of Illinois. The University of Illinois at Chicago (UIC) is the largest institution of higher learning in the Chicago area and is ranked one of the top research universities in the United States of America. UIC supports a wide range of research centers, institutes and laboratories, as well as extensive library and computer facilities. The UIC campus is located just west of Chicago's downtown area near all major public transportation routes.

The College of Education offers a variety of degrees and certificate programs at the undergraduate and graduate levels, including two doctoral programs. The College is recognized nationally as a leading college which focuses on the issues and problems of education, particularly in metropolitan areas. Through collaborative partnerships with schools, communities and other universities, the College demonstrates its commitment to addressing the educational needs of an urban population.

Graduate Professional School-: Unique Features

1. Enrollment: Total enrollment exceeds 24,993 students, including more than 5,200 graduate students and 2,200 professional students. Graduate, Professional students: 5,052 full-time matriculated students, 3,678 part-time. Graduate faculty 1,411, includes 241 minority (42 African-Americans, 144 Asian-Americans, 52 Hispanics, 3 Native-Americans).

2. Faculty and Students groups: Graduate college enrollment: 2,900 full-time (1,371 women), 3,235 part-time (1,958 women) includes 1000 minority (404 African-Americans, 349 Asian-Americans, 226 Hispanics, 21 Native Americans), 1,196 Internationals. Average age 32. faculty 1,411.

3. Tuition: $ 3018 per year full-time, $ 523 per semester (minimum) part-time for state residents. $8520 per year full-time, $1460 per semester (minimum) part-time for non-residents. Fees of $ 798 per year and $ 336 per semester.

4. Programs: are provided through the College of Kinesiology, College of Liberal Arts and Sciences, College of nursing, Jane Adams College of Social Work, School of Public Health, College of Dentistry, College of Medicine, College of Pharmacy, and College of Education; among other programs in the Graduate College are: public policy analysis, including education, political science, economics, urban planning.

5. Degrees offered: Doctoral: Ph.D., D.Ed, and Master's Degrees.

6. Requirements for Admission: the TOEFL scores for non English natives is required; official transcripts for all undergraduate and graduate degrees and for other course work. Minimum grade point average: 4.0 (a B average) for the final sixty semester hours of undergraduate study, and a minimum 4.0 (B average) for all graduate work (for Ph.D applicants and post-baccalaureate study) and 3.75 for M.Ed; 3 academic recommendations; scores from the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the last 5 years; and a written essay (no more than 2000 words) discussing why the applicant wish to pursue a graduate degree in a specific field (a statement of professional goals).

   Office Address: Office of Graduate Admissions

University of Illinois at Chicago
Office of Admissions and Records-M/C 018
400 S. Peoria
Chicago, IL. 60612-7225

7. Requirements for Graduation: Doctorate: Master's: a master's thesis research is an option in many areas. Some programs require practicum course work which focuses on experiences and activities in the field. Doctoral degrees at the University of Illinois in Chicago, require a minimum of 96 semester hours of graduate work beyond the baccalaureate or 64 semester hours beyond the Masters degree. The plan of study for each student is prepared in consultation with and must be approved by the faculty advisor assigned in the student's area of specialization. All students are required to complete the core curriculum, appropriate work in the areas of specialization, a research project (leading to conference presentation or publication), and a doctoral dissertation. All students must pursue full-time course work (12 semester hours during a semester; 9 during summer session) for at least one semester or during 2 consecutive summers.

8. Doctoral degrees awarded in 1993-94: 370 doctorates awarded. In 1992: 1,308 master's, 202 doctorates awarded.

9. Student Services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus employment opportunities, counseling/support services for international students.

10. Financial Aid: Fellowships, research assistantships, teaching assistantships, full and partial tuition waivers, loans, employment and career-related internships or fieldwork available.

11. Research Facilities: Library facilities: University library plus 4 additional on campus libraries; total holdings of 1,6 million volumes. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX-11/780, IBM 3090-120E, Apple lle, IBM PC. IBM Personal System/2 Model 50, Zenith Z-57. Personal computers linked to BITNET.

Graduate School of education and Program in Curriculum Studies: Unique Features

1. Enrollment: In education: 162 full-time (108 women), 439 part-time (336 women), includes 138 minority (71 African-Americans, 19 Asian-Americans, 47 Hispanics, 1 native-American) 13 internationals. Faculty: 39 full-time (14 women). Students Groups in Curriculum: 75 graduate students (Ph.D in Curriculum) enrolled during this academic year and 20 Master's in Curriculum and Instruction. Curriculum Faculty Groups: 15 full time with a Ph.D and 2 with a D.Ed. with a range of experience between 1 - 20 and more years. The number of part-time Curriculum Professors vary each semester and include a number of graduate assistants.

2. Name of Department: Curriculum and Instruction, College of Education

3. Head: Dr. William H. Schubert
Curriculum and Instruction Department Chair :Dr. William H. Schubert (Ph.D.; 4 years as Dept. Head; Specialty: Curriculum Theory, Theory, Inquiry, Development).
College of Education (M/C 147)
3428 Education, Communications and Social Work Building
Box 4348, Chicago, Illinois 60680

Phone: (312) 996-5628/4508

4. Name of Program that focuses on Curriculum: Curriculum and Instruction. The university offers the Ph.D in Education: Curriculum Design; M.Ed. in Instructional Leadership; Early Childhood education; Teacher Certification Options; Educational Studies; Curriculum and Instruction, and Reading.

5. Requirements: Entrance: for master's TOEFL minimum score of 550 required, minimum GPA of 3.75 on a 5.0 scale; for doctorate, GRE general test (minimum combined score of 1000 required) or Mat minimum score of 55 required, TOEFL minimum score of 550 required, minimum GPA of 3.75 on a 5.0 scale. Degree requirements: for master's, foreign language and thesis not required. In addition to the graduate school requirements, mentioned before, the course CIE 574 Foundations of Curriculum Design is required to Doctoral students as an overview of the Curriculum Design are of Specialization. The distribution of course credits (semester hours with Master's) for Doctoral students are: Core curriculum: 16, specialization requirements: 24, research project: 8 and Dissertation: 16 with a total of 64 semester hours. Without Master's the total of semester hours is 96.

6. Doctoral Degrees granted in 1993-94: 17 doctorates in Curriculum Studies (Curriculum and Instruction).

7. Primary Goals of the Graduate Programs in Curriculum are: The Ph.D in Education: Curriculum Design in its "core curriculum" provides a basis in research perspective, design and methodology for conducting and interpreting scholarly work. The area of specialization is designed to meet the needs and interests of students as they pursue an understanding of curriculum studies and related areas such as teaching and teachers, learning and students, leadership and improvement, subject matter and methods, and the contexts and cultures of educational environments. Aside from the core curriculum, the selection of courses is tailored to the students' needs and interests with the guidance of their faculty adviser. The program of Curriculum and Instruction (M.Ed) emphasizes the development of instructional leadership in curriculum and instruction based on perspectives, principles, and possibilities derived from educational history, philosophy, psychology, evaluation, research learning environments, resource management and self-selected topics. The Type 75 Supervisory Endorsement qualifies educators for a variety of central office administrative and supervisory positions in curriculum.

8. This Program is among the leading Programs in the United States because of : reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, and participation of faculty and students in professional groups, and research through collaborative partnerships which include: The Center for Urban Educational Research and Development (CUERD), the Nation of Tomorrow Project, the National Research Centers (the College of Education is a member of two national consortia which are supported by the US Department of Education: the National Center of Education in the Inner Cities (CEIC) and the National Center on Postsecondary Teaching, Learning and Assessment), and the Center for Literacy. .

9. Unique strengths of the Graduate Program in Curriculum Studies:
(1) faculty (productivity, research-oriented, stable and fully dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions. Faculty in this area are actively engaged in scholarly work that is widely published in the research and theory journals of the highest quality, journals that influence educational policy and practice, and books published by the foremost publishers. They are leaders of scholarly associations and regularly present at the conferences of these organizations.

Members of editorial boards, of numerous journals, devoted teachers, and frequent lecturers, the faculty members are involved in a range of collaborative projects to improve the quality of teaching and learning in schools and other educational agencies; (2) Students (experience, attitude, insight. The students come from a wide variety of disciplinary, professional, cultural, and geographic backgrounds. Many are teachers or administrators in public or private schools, some are leaders in governmental and medical institutions, and they have intellectual backgrounds in diverse areas as well as in education. Students have received special recognition for their dissertations and other research by such prestigious groups as the American Educational research Association, Association for Supervision and Curriculum Development, the John Dewey foundation, The Society for the Study of Curriculum History, among others. Students also have gone on to faculty and administrative positions in universities, administrative and supervisory positions in public and private schools, as well as leadership roles in governmental and business organizations. Graduates from this Program have presented their work at major conferences nationally and internationally, as well as locally. They have published in a wide range of quality journals and books, and are sought after as consultants for the improvement of education, especially in urban areas.), (3) Curriculum (tailor making most of program; it provides a basis in research perspective, design and methodology for conducting and interpreting scholarly work. Aside from the core curriculum, the selection of courses is tailored to the students' needs and interests with the guidance of their faculty adviser); (4) research: emphasis on inquiry, reputation for research, national visibility, and variety of forms appreciated, and (5) environment: atmosphere of faculty-relations and large urban area.

10. Faculty Research: curriculum theory, curriculum inquiry, curriculum history, and curriculum development are some of the areas of interest for faculty research in this Department.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, especially doctoral programs. Doctoral students are expected to explore different approaches to inquiry such as: ethnography, naturalististic inquiry, critical ethnography (survey research); historiography, archival work (casual modeling); experimental and quasi-experimental methods (educational criticism); phenomenological and hermeneutic approaches (action research); case studies of educators, students, settings, programs (feminist studies); biographical and autobiographical methods (imaginative and literary inquiry) and to link theory, research and practice through, for example: supervision in teacher education programs (research and publication); college level teaching (consulting arrangements); pursuing certification (participation on collaborative research teams). Required coursework: all degree candidates must successfully complete the following three courses: ED 500 Structural Foundations of Educational Research; EPSY 503 Introduction to Inferential Statistics in Education; EPSY 546 Educational Measurement, and one of the following: CIE 578 Qualitative Research in Education, EPSY 547 Multiple Regression in Educational Research and 563 Advanced Analysis of Variance in Educational Research.

2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take at least 4 research courses; (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (according to the students' needs and interests with the guidance of their faculty adviser), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from the same program.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations University of Illinois at Chicago, January, 1993 - June, 1994

(1) Title: TEACHERS' DESIRE TO PARTICIPATE IN BUILDING-LEVEL DECISION-MAKING
Author: DENNY, JACK WARREN
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 180

Research Problem: This study identified areas of building-level decision making in which secondary school teachers desire to participate andinvestigated the personal and organizational antecedent variablesthat influence these individual desires. Based on theory and researchin social psychology, organizational culture, and work redesign, thisstudy investigated relationships among seven conceptually distinctblocks of variables: (1) personal background characteristics, (2) individual psychological orientations, (3) life-force stressors, (4) perceptions of collegial context, (5) perceptions of well-being, (6)self-efficacy as it relates to decision making in the workenvironment, and (7) the institutional supports that are designed toassist individuals make transitions to new work roles.

To examine teachers' desire to participate in decision making, acausal model was proposed: background characteristics and personalityorientations were hypothesized to interact with various environmentalstressors and individual assessments of the normative school cultureto generate individual perceptions of well being. Resultingdispositions, in combination with institutional supports present inthe school environment, were viewed as antecedents to levels ofefficacy and desire related to three specific decision-makingdomains: Student Policy Development, Resource Allocation, andCurriculum Development.

The direct, indirect and total effects of the path model werecalculated using GEMINI (Wolfle & Ethington, 1985). The causalordering of characteristics of individuals, perceptions ofenvironmental context, and psychological states predicted 42% of thevariance in desire for participating in decision making related toStudent Policy Development, 58% of the variance in desire forparticipating in decision making related to Resource Allocation, and39% of the variance in desire for participating in decision makingrelated to Curriculum Development. Direct and indirect effects weredetermined to influence desire for participation in decision makingdifferentially by domain. Efficacy exerted a strong positiveinfluence across domains and mediated indirect effects on desire toparticipate as well.

Findings of this study have implications for staff trainginitiatives that may be designed to support growth and development ofindividuals and their schools.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Action

(2) Title: EXPLORING POSSIBILITIES FOR PROGRESSIVE CURRICULUM AND TEACHING IN THREE URBAN CONTEXTS (URBAN EDUCATION)
Author: LOPEZ, ANN LYNN
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 269
Advisor: CHOU, VICTORIA

Research Problem: The central purpose of this inquiry is to portray attempts to practice progressive organization of curriculum, as developed inthe philosophical writing of John Dewey (1902, 1910ab, 1913, 1916).Special emphasis is placed on Dewey's notion of a pedagogy that movesfrom "the psychological" (interest and concerns of learners) to "thelogical" (knowledge of the disciplines). The study focuses oncurriculum in three quite different urban settings: an inner cityelementary school, a home education project, and a school of dance.

Narrative (Connelly and Clandinin, 1988, 1990, 1991) and story(Carter, 1993) forms of qualitative inquiry were fashioned to guidethe investigation, drawing from phenomenology (van Manen, 1990),educational connoisseurship (Eisner, 1985b, 1991), critical inquiry(Apple, 1979, 1982, 1993) and educational lore (Schubert and Ayers,1992; Schubert, 1991).

The study is designed to contribute to a better understanding ofthe following: (1) the possibility of practicing Deweyan pedagogy inthe contexts of the three aforementioned urban education settings;(2) sources of support and resistance in the attempt to actualize aDeweyan progressive form of curricular organization; (3) theheuristic value of different positions on curriculum theory forunderstanding and developing curriculum in teaching and learningsituations; (4) the interplay of extant theoretical positions andemergent personal values in the interpretation of educationalsituations; (5) the value of considering nonschool settings in thepractice of an alternative form of curriculum; (6) the possibility ofmaking learner interest, meaning, and purpose central to curriculumpractice by keeping the curriculum question alive (Schubert, 1986);and (7) the benefits of actively and reflectively seeking a home foreducation, embodying curricula that are of, by and for children andtheir families. Along each of these seven lines, the study points topossibilities for further investigation.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical

(3) Title WHEN STUDENTS CONSTRUCT CURRICULA: THE SELECTION AND ORGANIZATION OF LEARNING EXPERIENCES (CURRICULUM CONSTRUCTION, MEDICAL EDUCATION)
Author: OLESINSKI, RAYMOND LAWRENCE
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 181

Research Problem: This study determined the bases for the selection and organization of learning experiences by students given a major rolein curriculum design. Data were collected using in-depth interviewsand student records on factors impacting the selection andorganization of learning experiences of independent study medicalstudents. Using grounded theory analysis, an explanation forcurriculum construction was developed.

Curriculum construction was driven primarily by immediate futurecareer concerns, i.e., graduate medical education. Curricula wereused to help select a future specialty, enhance acceptance to andevaluate the suitability of training programs, and prepare forpractice as graduate trainees. Students were most discriminatingregarding course organization and instructional site selection forcourses related directly to their graduate medical education.

Students met institutional obstacles that constrained curricularindividualization by limiting access to courses. They soughtknowledge about educational conditions which guided curriculumconstruction, and used prior clinical experiences and data fromexaminations to develop needs assessments for what knowledge andskills they lacked to be well-rounded physicians. Their curriculumconstruction was situational and most resembled a practical model ofcurricular development.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Action

(4) Title: THE EXPERIENCED CURRICULUM IN TWO ELEMENTARY CLASSROOMS: AN EXPLORATION IN STUDENT LORE
Author: WESTON, NORMAN
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 1082

Research Problem: The purpose of this study was to inquire into student perceptions and understandings of curriculum. It was also an attemptto further define the realm of curricular inquiry known as the"experienced curriculum". Students' experiential knowledge aboutlearning has gone relatively unacknowledged and untapped as a sourcefor curriculum inquiry. This knowledge might be said to comprise abody of "student lore" (Schubert, 1992) about learning and schooling.By focusing on the meanings made by students as they encounter schoolcurricula, this study also represents a preliminary investigationinto student lore. The value of gaining student views is twofold: (1)to enhance classroom communication (and therefore teaching andlearning); and (2) to increase understanding of how curriculum worksas a totality--leading, hopefully, to more informed and responsivecurricular decision making and action.
Qualitative research methodology (Glaser & Strauss, 1967;Wolcott, 1987; Barone, 1980) was used to investigate studentexperiences in two elementary classrooms--one an all white,upper-middle-class suburban school; the other an all black,lower-income, inner-city school. Data were gathered from participantobservation, student-produced works, school records, classroomartifacts, and extensive interviews with principals, teachers, andstudents. Conceptual categories (or themes) were then constructedfrom the students' and researcher's reflections on the meaning andsignificance of the curriculum, and from the interpretive power ofextant curriculum theories. Schwab's (1973) categories of practicalinquiry were used to frame and compare the curriculums experienced bythe students in the two settings. It was found the curriculum students experienced was predicatedupon cultural expectations, and on the kind and quality of therelationships they had with their teachers. Ways and means whichallowed students input into the curriculum were also portrayed.Students showed less resistance, and more genuine involvement inlearning when they were allowed to become co-creators of thecurriculum they experienced.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(5) Title: SHARING AUTHORITY IN AN URBAN FIRST-GRADE: BECOMING LITERATE, BECOMING BOLD (URBAN SCHOOLS, COLLABORATIVE LEARNING)
Author: OYLER, CELIA J.
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 248

Research Problem: This study of a first grade classroom in a Chicago Public School explores the nature of classroom work and talk when theteacher, Anne Barry, shares authority with her students. The schoolis located in the Pilsen neighborhood which is predominantlyMexican-American and overwhelmingly poor. Stimulated in part by auniversity-school teacher-researcher collaborative group, Anne maderadical changes in her teaching, moving away from a traditionaltransmission approach, and embracing instead a more collaborativestyle. A large part of Anne's changes involved creating classroomroutines that allowed students to initiate for both classroom processand

knowledge construction; this form of pedagogy, that Willinsky(1990) has termed "The New Literacy," is rarely implemented in urban,poor schools and offers a fundamental shift in relationships of powerbetween teacher and students.
This study develops a framework for shared authority along twodimensions: process (who gets to do what, where, when and how) andcontent (what counts as knowledge). Issues of authority are exploredin five different classroom routines, or curriculum genres, over thecourse of one school year. Classroom talk was recorded in each ofthese curriculum genres and excerpts from various transcriptions areanalyzed for instances of sharing authority between teacher andstudents. Specifically explored are the ways in which students andteacher negotiated the work of the classroom for both knowledge andprocess.
This research was collaborative in nature, arising from jointtheorizing between teacher and university researcher. Many of Anne'sconcerns and struggles throughout the year are highlighted in aneffort to portray her thinking as she changed her teaching.Therefore, this study offers both a framework for analyzing sharedauthority in the classroom, and a methodology wherein authority wasshared between researcher and teacher.
Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical

(6) Title: URBAN AFRICAN AMERICAN STUDENTS' PERCEPTIONS OF THE PURPOSE OF SCHOOL (URBAN EDUCATION)
Author: GLEAVES, KENNETH A.
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 98

Research Problem: Fifty urban African-American sixth grade students (25 male and 25 female) were individually interviewed to examine theirperceptions of the purpose of school. The interview consisted of sixquestions: (1) Why do you go to school? (2) Why do you think mostpeople go to school? (3) What is the most important thing you learnin school? (4) What do you think school is for? (5) What do you thinkmost people think school is for? and (6) What would things be like ifthere were no schools? Student responses were audiotaped and contentanalyzed.
Four general themes emerged from student responses: Theme I:School as an agent of social control, Theme II: Vocational functionsof school, Theme III: Forms of knowledge school should develop, andTheme IV: I come to school to learn/Others come to 'play'.Sixty-eight percent (68%) of the sample related the purpose of schoolas to correct maladaptive behavior and to prevent social anomie.Eighty-four percent (84%) directly related their efforts in school tofuture labor market opportunities. Eighty-two percent (82%) definedthemselves as dutiful students while contrasting themselves to peersperceived as not invested in school. The thematic categories andimplications for educational reform are discussed.
Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-

(7) Title: COOPERATIVE LEARNING IN COMPUTER PROGRAMMING AT THE COLLEGE LEVEL
Author: MEHTA, JEAN IDA
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: DA pp: 107
Advisor:RADFORD, DAVID

Research Problem: This thesis is the first study of cooperative learning in

an undergraduate computer programming class. A preliminary comparisonof cooperative versus competitive instructional methods wasconducted. Students' performance on individual tests, and onprogramming assignments were compared. Attitudes and suggestions ofcooperatively taught students were assessed by a survey at the end ofthe semester.

An undergraduate programming class was taught in a competitivemanner, and then in a cooperative manner. Since there was only onesuch course per semester, the students were unable to choose theirmethod of instruction. In the competitive class all work was doneindividually. However, in the cooperative class the labwork, andprogramming assignments were completed cooperatively, whereas testswere done individually. The cooperative model used was a modificationof Aronson's Jigsaw. This was a highly structured study, positiveinterdependence between group members, and individual accountabilitywere maintained throughout.

The experimental and traditional classes were comparable formathematical ability, prior programming experience, and gender.However, the experimental class consistently outperformed thetraditional class on the tests. For each test the difference in themean was significant, leading us to conclude that there was a greatermastery of the material by the experimental class. A significantdifference between means was not found on programming assignments. Inthe traditional class a student having difficulty with the assignmentwould collaborate with the instructor. Consequently, a significantdifference should not be expected on the mean score for theprogramming assignments.

The surveys showed that most students were happy with the groupsize and composition, and felt that cooperative learning wasenjoyable and beneficial to them. Also, they reported that group workenabled them to fully understand the role of procedures, and thatworking together helped them to feel more confident of theirabilities.

This study produced results which are consistent with otherhighly structured undergraduate studies. However, the cooperativelearning model used for the programming assignments was designed bythis author and is different from those described in the literature.

Limitations of the study and directions for future research arediscussed.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Deliberative

(8) Title: FACTORS AFFECTING LONG-TERM IMPLEMENTATION OF INTEGRATED LEARNING SYSTEMS IN ELEMENTARY SCHOOLS
Author: COOK, CHRISTOPHER WYATT
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 199
Advisor: MARKLE, SUSAN M.

Research Problem: This study examines the long term factors influencing the degree to which teachers implement a particular computer-basedinstructional program, the integrated learning system (ILS), inelementary schools.

Ten specific variables organized into five sets of causal factors(school background, teacher background, personal teaching efficacy,training characteristics, and school climate) constituted theindependent variables for the study. The two dependent variablesmeasuring ILS implementation were teacher's level of ILS use andteacher's perceptions of ILS impact.

Data were collected using surveys and interviews with 122 of the129 teachers (94.5% response rate) in the 10 elementary schools inthe Midwest in which a particular ILS has been implemented for threeto eight school years. in the first step of the analysis, zero-order correlations werecomputed for all of the variables in the model. Results suggestedthat ILS implementation is influenced by certain background factors,including

school socioeconomic status and years of ILS experience. Next, partial correlations were computed to control for thebackground, or fixed, variables in the model. Findings revealed thattraining quality, the principal' s emphasis on clear goals, teacherparticipation in decision making, a collegial work climate, and thepresence of a local "hero" were related to level of ILSimplementation by teachers. The analysis also revealed significantcorrelations between training quality and school climate indicators.Amount of training alone was not related to degree of ILSimplementation. In the final step of the analysis, hierarchical regression wasused to calculate the percent of variance in level of ILSimplementation associated with sets of variables. Of the twoalterable variable sets, school climate had a greater influence thantraining in predicting level of long term ILS implementation. Findings suggest that change agents involved in theimplementation of ILS's in schools must work to promote theorganizational conditions that lead to effective technology use by teachers.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-Scientific

(9) Title: AN INQUIRY INTO THE NATURE OF WALDORF SCHOOL TEACHERS: GAINING PERSPECTIVES THROUGH TEACHER LORE
Author: CARROLL, WAYNE MICHAEL
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 362

Research Problem: This study finds impetus in the emerging body of knowledge known as Teacher Lore and integrates elements of participantobservation, teacher interviews, narrative inquiry, phenomenologicalreflection, and grounded theory using an approach modeled after theconstant comparative method in an effort to gain a deeperunderstanding of teachers associated with the Waldorf (RudolfSteiner) school movement. Generalizations and semi-generalizationsare offered to help order commonalties of experience, educationalthought, and philosophical assumptions of the Waldorf teachers. Inaddition, the researcher uses phenomenological analysis to reflect onthe inquiry process itself.

The data were gathered from a study of literature related toRudolf Steiner, Anthroposophy, and Waldorf school curriculum andpedagogy; from participant observation; and from naturalisticinterviews conducted by the researcher during summer workshops at theRudolf Steiner College in Fair Oaks, California.

The author includes a synthesis of the literature; a summary ofhis participant observation experiences; information about fourWaldorf school teachers presented in narrative form; elevengeneralizations, eight semi-generalizations, and three undevelopedthemes; the author relates the generalizations to certain extantcurriculum theorizing categories using the device of a fictionalizedWaldorf guest speaker.

The researcher concludes, among other things, that Waldorfteachers are qualitatively different from public school teachers,that certain aspects of the Waldorf curriculum and methods could beadopted by the public schools to their benefit, but that theessential difference between Waldorf teachers and public schoolteachers is that the former's praxis is founded upon the minimalacceptance of certain Anthroposophical concepts.
Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermeneutic

(10) Title: THREE CASE STUDIES ON TEACHER MENTORING (MENTORING)
Author: MINOR, YVONNE SANDERS
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 173

Research Problem: This is a study of three neophyte teachers and their

mentors who are involved in a formal mentoring program. The purposeof the inquiry was to analyze the effects of mentoring on theteachers by relating their thoughts and reflections through selfreports, and recorded observations. The goal was to expand andenhance our understanding of the needs of neophyte teachers,characteristics of a formal mentoring program, and growth and changesof the neophyte and veteran teachers involved in the study.

The method of this study was qualitative and naturalistic, anattempt to capture descriptive accounts of teachers telling their ownstories, sharing ideas, reflecting on actions. These ethnographicaccounts were amplified with autobiographies of each teacher tocreate 'living' personalities which added depth to the pictures thatwere painted. The accounts were analyzed by juxtaposing them withexisting sociological and critical literature on mentoring and itseffects.

For all six of the teachers, mentoring is a process that neverends, is mutually beneficial, and forces them to be more intentionaland aware of their actions. This study moves toward the developmentof a formal mentoring program that may prove useful in teachereducation, teacher retention, and teacher renewal.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(11) Title: CURRICULUM, INSTRUCTION, AND EFFECTIVE TEACHING: A PORTRAIT OF EIGHTH-GRADE MATHEMATICS
Author: SCHIDDELL, BETTY L.
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 225
Advisor: ETHINGTON, CORINNA A.

Research Problem: This investigation presents an in-depth examination of U.S. eighth grade mathematics in regard to curriculum, timeallocations, instruction and effective teaching. The sample used inthis investigation was drawn from the Second InternationalMathematics Study (SIMS) conducted during the 1981-1982 academicyear. Of the 266 classes sampled in the SIMS Population A (eighthgrade), 174 were classified as typical, 30 as remedial and 31 asenriched.

The findings revealed that the mathematics curriculum andinstructional program is clearly textbook driven. The curriculum inthe remedial classes was found to place a greater emphasis onarithmetic skills versus topics in the areas of algebra and geometry.Overall, teachers in all three classes are covering a vast amount offragmented concepts. The instructional program for all three classeswas found to be heavily laden with strategies that promoted rotelearning and memorization along with a major emphasis oncomputational skills. Much of the class time was devoted to seatworkand listening to the teacher. This situation appears to present apicture of the student as a passive learner and the teacher as atransmitter of knowledge. Both normative and empirical approaches were used to studyeffective teaching in mathematics. The characteristics of an"effective" teacher were limited by the available variables thatcould be correlated with student achievement within the SIMS data.Those teachers identified as "effective" and "ineffective" werematched as closely as possible by the average pre-test score andstudent mastery levels within each class type. The findings from theexamination of these "effective" and "ineffective" teachers acrossand within class types showed little consistency. However, an imageof an "effective" teacher did develop from the findings of twoteachers, one from the remedial class type and another from theenriched class type. Subsequent case study analyses were conducted onthese two "effective" teachers. Both were found to display"effective" characteristics that were consistent with thosecharacteristics identified in several theoretical and conceptualmodels on effective teaching.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific Action

(12) Title: PRACTICAL INQUIRY IN PHYSICAL EDUCATION: THE CASE OF HELLISON'S PERSONAL AND SOCIAL RESPONSIBILITY MODEL (SOCIAL RESPONSIBILITY, SPORT PSYCHOLOGY)
Author: GEORGIADIS, NIKOS S.
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 213

Research Problem: The main purpose of this study was to investigate the possibility of the existence of a new and unexplored paradigm insport pedagogy which better explains and justifies Hellison's workwithin the context of existing pedagogical scholarship, and whichbetter addresses the theory/research - practice gap. Despite thehighly academic sub-disciplinary structure of physical education andsport pedagogy in recent years, the relevance and practicalapplicability of research based findings to the practitioner in thefield has been questioned (Feingold, 1990; Lawson, 1990). Hellison'swork as illustrated by his Personal and Social Responsibility Model(PSRM) comprises a reversal of the traditional educational practices.The PSRM has as a foundation Hellison's personal practicalexperiences integrated with reflection, personal values, andstudent-teacher interaction. Hellison's work is recognized assuccessful at the practical level (Bain, 1990a) but does not appearto fit current existing research and scholarly reviews in sportpedagogy (Bain, 1990a; 1990b; Silverman, 1991).
Content analysis of Hellison's publications and narrativeillustrations of the PSRM in action, provided the data for thisstudy. Qualitative content, or document analysis, and narrativeinquiry along with the autobiography of the investigator, were themethodological procedures which contributed to the hermeneuticalanalysis appropriate for this type of study. In pursuing the purposeof the study it was argued that the development of Hellison's PSRM isa case of practical Inquiry as developed by John Dewey, JosephSchwab, and others in the curriculum literature (Schubert, 1980a;1986).
The interpretation of the data revealed a close relationshipbetween Hellison's work and the multiple components of the practicalinquiry paradigm, leading to the conclusion that his work is betterexplained and justified by the paradigm of practical inquiry. Iaddition, the positive practical results of Hellison's educationalprocess illustrate a theoretical representation of Schwab's practicalparadigm and provide an alternative solution to the existingpractice/research gap. Finally, its successful use over many yearsepitomizes the integration and interaction between the learners, theteacher, the immediate socio-cultural environment, and the specificsubject matter.
Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical Action

(13) Title: INDUCTING STUDENTS INTO SCIENCE: A CONCEPTUAL FRAMEWORK AND A STUDY OF ITS CLASSROOM APPLICATION (SCIENCE INDUCTION)
Author: VARELAS, MARIA
School: UNIVERSITY OF ILLINOIS AT CHICAGO
Degree: PHD pp: 376
Advisor: BECKER, JOSEPH

Research Problem: This thesis is concerned with the foundations of science education, as specifically related to the classroom interactionsbetween teacher and students. It is conceived as a unit of scientificactivity with a theory level--a conceptual framework of thefoundations of science education, and a data level--an empiricalstudy

designed to show how this conceptual framework is played out ina 7th grade science class.

The conceptual framework is based on two major dialectics.Regarding science, the focus is on the interplay of theory and datalevels of scientific activity (dialectic of science). Regardingeducation, the focus is on the interplay between top-downsocio-cultural elements that the teacher brings to the students andthe students' bottom-up understandings (dialectic of education).Dewey and Vygotsky are seen as the forerunners of this approach.

The empirical study is qualitative and interpretive, addressingthe two major dialectics. Regarding the dialectic of science, thestudy reveals that students had difficulty with the deductivedirection of scientific activity, and preferred the "doing" aspect ofscience over the "thinking" aspect. Regarding the dialectic ofeducation, the study reveals: (a) there were similarities in thestudents' work, reflecting the influence of the teacher's talk andguidance, and differences, reflecting students' own use of theteacher's guidance in the construction of their knowledge, (b) theteacher encountered difficulty in bridging between her top-downguidance and the students' own bottom-up understandings and found iteasier to operate at one or the other level, (c) the teacher played acrucial role in relation to important means for students' inductioninto the practice of science, such as developing an appropriateclimate which balances discipline with participation, encouragingstudents to engage in dialogue and argumentation and to becomeexplicit and specific in expressing their ideas, and (d) the qualityof small group work depended on the quality of big group work,specifically on the extent to which students had a clear enough ideaabout the issues discussed with the teacher in the big group for themto work together in the small groups to produce furtherunderstanding.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical Action

(15) THE UNIVERSITY OF ILLINOIS AT URBANA
Public Coed University

The University of Illinois at Urbana-Champaign is a leading center for graduate education in the nation. A distinguished graduate faculty of approximately 2,200 members supervises and guides graduate students in research, scholarship, and teaching. The University of Illinois was founded in 1867 as the land grant institution of the state of Illinois. In the 120 years since its founding, the University has become an institution of international stature. Scholars and educators rank it among the world's great universities. It is recognized for the excellence of its academic programs and its research, as well as for the outstanding facilities and resources available to students and faculty. This university is among the finest universities in the nation and the world. It is a comprehensive graduate institution. A distinguished graduate faculty, outstanding research facilities, one of the top-ranked libraries in the nation, and superior computer facilities make the campus of this university a stimulating environment for graduate study and research.

Located in the adjoining cities of Urbana and Champaign, the university and its surrounding communities offer a cultural and recreational environment ideally suited to the work of a major research institution. The University is a residential campus of classrooms, laboratories, libraries, residence halls, and recreational and cultural facilities with 200 major buildings on the central campus.

The Graduate College is an administrative unit which has jurisdiction over all programs leading to advanced degrees. The Graduate College develops and safe guards standards of graduate work and promotes and assists research by faculty members and graduate students in all fields. The College of education has a distinguished reputation. It is recognized worldwide for the excellence and leadership of its faculty, graduate programs, and alumni. During the past decade, the college has consistently been rated among the top five colleges of education in the nation. Its faculty members have served as executive officers of nearly every professional education organization and also have held editorial and review positions on most educational journals. Seven major professional journals are currently published under the auspices of the college. Typically, more than 40 percent of the college's budget results from externally funded research.

The Graduate School: Unique Features

1. Enrollment: 36,041 graduate, professional, and undergraduate students; 9,699 full-time matriculated graduate/professional students (3,773 women), 212 part-time matriculated graduate/professional students (108 women)

2. Faculty and students groups: Graduate faculty: 2,364 full-time (428 women), 0 part-time. Graduate Students: 9,699 full-time matriculated graduate/professional students (3,773 women), 212 part-time (108 women).

3. Tuition: $ 3,126 per year for state residents and $8,658 per year for nonresidents. Fees of $ 920 per year.

4. Programs: The Graduate Schools include programs in the College of Agriculture which includes the School of human resources and family Studies), College of Applied Life Studies, College of Commerce and Business Administration, College of Communications, College of Education, College of Engineering, College of Fine and Applied Arts, Graduate School of Library and Information Science, Institute of Labor and Industrial Relations, School of Social Work, College of Veterinary and others programs in the Graduate

College. Curriculum programs offered: early childhood education, elementary educ., instruction, instructional technology, language and literacy education, computer science education, mathematics, science, social studies, secondary education and teacher education.

5. Degrees Offered: Doctoral degrees, Master's and Advanced Certificate with each specialization. The M.A, M.Sc. and Ph.D. are research oriented; the M.Ed.., Ed.D. and Advanced Certificates are more practitioner oriented.

6. Requirements for admissions: Transcripts for all college and university study submitted along with three letters of recommendation; all international students from countries where English is not the official language must also submit results of the TOEFL examination including scores on both the Test of written English and the Test of Spoken English. Applicants to certain degree specializations must also submit scores on either the Miller Analogies Test (MAT) or Graduate Record Examination (GRE). All doctoral student applicants must submit scores on either the MAT or GRE. An English writing sample (thesis, article or a paper) is required of all doctoral applicants.

7. Requirements for graduation: To earn a Master's (M.A & M.Sc.) require a year of residence study and a minimum of eight units, two of which may be taken for thesis credit, and to write a Master's Thesis and defend it in an oral examination before a committee of 3 faculty members. To earn a Ph.D. in education: requires a minimum of 24 units of credit (including the Master's Degree), at least 16 units of which must be earned in courses meeting on the Urbana-Champaign campus, at the Chicago campus, or in courses meeting in other locations and approved by the Graduate College for residence credit. The College of Education minimum continuous residence requirement is two consecutive semesters of at least 3 units each semester. Eight units of thesis credit (499) may be used to fulfill the Ph.D. credit requirement; no extramural credit may be used for this purpose. A supervised professional work experience of at least one-half time for one semester must be completed between admission and completion of the degree requirements. Students must take 8 hours of written examinations in general and special fields; all doctoral students must complete an early research requirement, must meet research methodology (RMAC) requirements and a thesis or Doctoral Dissertation which often requires a year or more of study. Thesis research should make an original contribution to knowledge. All degree requirements must be met within 6 years after registration for the first course. Doctoral programs typically require 3-4 years of full time study.

8. Doctoral degrees awarded: 1,244 doctorates in 1993-94.

9. Student services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, free city bus pass. Nearly every facility on campus is accessible to the physically disabled, and the University's programs and services for the disabled have served a model world wide. Graduate Housing: rooms and/or apartments-available to single students (905 units) at an average cost of $2,108 per year ($4,520 including board); available to married students 950 units at an average cost of $4,260 per year.

10. Financial aid: Fellowships, teaching and research assistantships and tuition and fee waivers.

11. Research facilities: The university is the home of numerous national centers conducting research across many disciplines including supercomputing, engineering, education, genetics and the arts. University library plus 37 additional on campus libraries; total

holdings of 6 million volumes. Access provided to on-line bibliographic retrieval services. 12. Computer facilities: CDC CYBER 174, CDC CYBER 175, IBM 4341, Digital VAX-ll/780, CRAY X-MP II, Apple Ii and Macintosh; IBM PC, PC/AT, and PC/XT. personal computers on campus linked to BITNET, Internet, CICNET, NSFNET.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: more than four hundred and fifty full-time graduate students (Ph.D: 160, D.Ed. 8, master's: 180 and Specialists: 5). Curriculum Faculty: twenty five faculty (Ph.D. full-time) and l D.Ed full time, 4 part-time, 8 women. Years of experience as Curriculum Professors range between: l and 30 years.

2. Name of the Department: Curriculum and Instruction, College of education.

3. Name of the Program that focuses on Curriculum Studies: Curriculum and Instruction (A.M, Ed.M, M.S, Ed. D, Ph.D, AC)

4. Department Head: Dr. Steven E. Tozer (Associate Professor of Philosophy of Education)
   Department of Curriculum and Instruction
   University of Illinois at Urbana, Champaign
   1310 South Sixth Street
   Champaign, IL 61820
   Phone: 217/244-3391 Fax: 217/244-4572

5. Departmental Requirements: entrance: GRE scores: Degree requirements: For a Doctoral student: Minimum number of credits 20, Grade point average of 4.0 and a Dissertation/Thesis. For a Master's the minimum number of credits is 8, there is a choice of thesis, grade point average: 4.0

6. Doctoral degrees awarded: 180 doctorates in Curriculum (1993). In 1992, 103 master's, 37 doctorates awarded.

7. Primary Goals of the Graduate Program in Curriculum: The primary purpose of the department's graduate instruction is to prepare professional teachers and scholars. The research and teacher-education faculty join highly motivated and capable students in the department of Curriculum and Instruction in researching and developing practices and expanding professional knowledge to improve the quality of education of children and youth. Graduate programs in early childhood education, elementary education and secondary education are informally organized around areas of specialization such as curriculum, instruction, language and literacy education, instructional technology, teacher education, subject matter, specialties, and others. Graduate students are encouraged to develop individual programs of study using the wide range of expertise available from faculty in the Department and in other departments throughout the College and campus. Through the Master of Education and advanced Certificate programs, experienced teachers are prepared to be more omnipotent and better informed practitioners who can serve as leaders for educational reform in local schools and school districts. The Ed. D. program prepares scholarly practitioners for leadership positions in teacher training institutions, state education agencies, and public school districts. The Ph.D. program prepares degree candidates for careers involving research and scholarship, including those in colleges and universities where research is generally combined with teacher education.

8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty (faculty are well known throughout the country and the world. The faculty members are among the University most active scholars. These men and

women, who have national or international stature as leaders in their fields, work closely with graduate students); quality of graduates, curriculum and Instructional characteristics, national leader in funded curriculum research, size of the program, visibility of the program, curriculum research publications, participation of faculty and students in professional groups.

9. Unique strengths of the graduate Program in Curriculum: This department is nationally and internationally recognized for (l) the quality of faculty (productivity, research-oriented, stable and dedicated, diverse interests and backgrounds, wide number of publications, many speeches and paper for conventions), (2) research (emphasis on inquiry, extensive research available, reputation for research, national visibility), (3) Students (placement, national recruitment, student alumni networks, selection procedures; college alumni are found in faculty and administration positions in the leading colleges on education throughout the world. Alumni hold numerous leadership positions in government education agencies and schools districts), (4) Curriculum (competence-based, interdisciplinary, a core of required course, cohesive academic) and (5) environment (resources, academic life, libraries). the Department of Curriculum and Instruction provides its graduate students with stimulating, scholarly professional setting housed in a College of Education regularly ranked in the top three in the nation. Students engage in collaborative study with faculty from other nationally recognized departments in the College. a range of research resources is available on the campus and in the College. Among these are the University of Illinois Library, one of the largest university libraries in America; unsurpassed campus computer facilities; the Educational Resources Center (ERIC), Clearinghouse on Elementary and Early Childhood Education; the Center for the Study of Reading, an internationally renowned unit for research and development in the area of language and literacy; and the Bureau of Educational Research.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students focused on different forms of curriculum inquiry: (409) Curriculum Research (reviews the principle methodologies used in research on curriculum problems; emphasizes subject-analytical, large-scale survey, experimental, case methods, and clinical studies; emphasizes the conceptual and practical problems in such research), (291-292) Thesis, (49l) Field Study and Thesis seminar and (499) Thesis research (focused on the forms of curriculum inquiry according to the needs of the students' research projects) and (460) Research and Trends of the Language Arts Curriculum (integral/review/synthesis/deliberative research).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take a specific research course: all must have a research methodology specialty (2) put students in an overview course on different types of research methods and (3) ask students to enroll in research methods courses with only students in the same Curriculum program and with students from many different programs. Number of research courses required for a Ph.D: 4 courses, and for a Ed.D: at least one course.

DOCTORAL DISSERTATIONS

Research Problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations University of Illinois at Urbana, January, 1993 - June, 1994

(1) Title: A MULTIDIMENSIONAL EVALUATION OF THE RELATIONSHIP OF TRACKING TO STUDENT COURSETAKING OPPORTUNITIES WITHIN THE ENGLISH DEPARTMENT AT ONE URBAN HIGH SCHOOL
Author: DAVIS, VICTORIA MAYE
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: EDD pp: 174
Advisor: MERCHANT, BETTY

Research Problem: This research study investigated an English Department curricular system in an attempt to understand how the districttracking policies and procedures related to student coursetakingopportunities. Variables examined included student Englishachievement, postsecondary aspiration, and mobility orstratification.
Five research questions guided this multidimensional researchstudy. A qualitative methodology was used that combined historicalanalysis of school and department documents from 1970 to 1990 andinterview protocol. This methodology permitted analysis ofparticipants' perceptions of tracking, maintenance and use oftracking policies and procedures, coursetaking opportunities madeavailable to students, and guidelines for course and track placement.A quantitative methodology was used to analyze 60 student transcriptsfrom the classes of 1970 and 1990 samples, respectively, to determineEnglish course achievement. A course hierarchy of grade level andtrack difficulty was developed to analyze student mobility orstratification by track beginning and end point.
Two themes emerged reflecting the negative effect of tracking onregular track level students: district policy on weighted grades andinaccessibility of the honors track to regular track students. Thesethemes were balanced by the school's addition of a regular trackedsenior course, English 7-8 "R," in 1990, and the encouragement ofregular tracked students to take senior English. Policy-makingimplications on the use of a curricular tracking system includedretaining the fourth year of English as a college preparatory courseand reviewing the weighted grade policy for the lack of opportunityfor mid-range students.
Forms of Curriculum Inquiry employed in this Dissertation: Historical Evaluative-Normative

(2) Title: THE EFFECTS OF PROGRAMMING INSTRUCTION IN PROCEDURAL PROGRAMMING AND LOGIC PROGRAMMING ENVIRONMENTS ON PROBLEM-SOLVING ABILITY
Author: CHOU, WEN-CHUNG
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 224
Advisor: DENNIS, J. RICHARD

Research Problem: The purposes of this study were to evaluate the effectiveness of programming instruction on students' problem-solvingabilities, and to explore whether a logic programming or a proceduralprogramming environment results in different degrees of cognitivetransfer in terms of procedural, declarative, and conditionalthinking skills. In an attempt to identify factors which influenceprogramming learning, this study investigated interaction effectsbetween types of programming instruction and students' aptitudevariables, gender and computer anxiety.

Three intact classes of 35 students each from the Department ofMathematics and Science Education at Pingtung Teacher's College inTaiwan were randomly assigned to a procedural programming group(QuickBASIC), a logic programming group (Turbo Prolog), and a controlgroup. The study followed a nine-week schedule, the first and thelast weeks designated for administration of pre-and post-tests,respectively. An ANCOVA analysis and a multiple regression analysiswere used to test statistical hypotheses about programming effectsand interactions.

Findings of this study indicate that procedural programming iseffective in developing procedural thinking skills, while logicprogramming is effective in developing declarative thinking skills.Neither programming environment had a significant effect on thedevelopment of conditional thinking skills. In terms of cognitivedevelopment, female students performed better than male students in alogic programming environment, while the reverse was true in aprocedural programming environment. No significant interaction wasfound between computer anxiety and types of programming instruction.

Implications of this study for teaching practice are (a) seriousconsideration of including both procedural programming and logicprogramming environments in the school curriculum, (b) developingoptimum computing environments that foster all procedural thinking,declarative thinking, and conditional thinking skills, (c)cultivating students' abilities to solve daily-life oriented problemswith logic programming environments, and (d) adapting programmingenvironments to individual differences. In addition, future studiesshould concentrate more on identifying near transfer rather than fartransfer effects. Recommendations for future research are provided inthis dissertation.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(3) Title: TAIWAN'S VALUES TEACHING PROGRAM: TEACHERS' BELIEFS REGARDING IMPLEMENTATION AND EFFECT (TEACHER BELIEFS, CHINA)
Author: CHUANG, MING-JANE
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD . pp: 189
Advisor: RUBIN, LOUIS J.

Research Problem: The purpose of this study was to examine teachers' and administrators' beliefs about the Values Teaching Program and itsimplementation in Taiwan. The focus was on what teachers' beliefsabout what curriculum principles of the VTP were implemented in thecurrent Life and Ethics program; and what principles should beemphasized in the new Curriculum Standard. It also investigated thein-service education effects of the VTP on teachers' professionalknowledge and skills as well as on their students' learningperformance. Finally, it attempted to explore what factors hinderedthe implementation of the innovation program.

Five hundred and eighty-two elementary teachers in Taiwanconstituted the sample in the study. The research utilized aquestionnaire survey Elementary Teachers Beliefs Inventory (ETBI)which consisted of 69 items reflecting the four areas of teachers'beliefs--principles of the VTP, professional knowledge and skills,students' learning performance, and problems of the implementationdeveloped by the researcher, based on literature review, expertvalidation, and a pilot study. Additional qualitative information forunderstanding the nature of the teacher's beliefs was provided. The results revealed the following: (a) teachers believed thatthe current Life and Ethics curriculum placed great emphasis on allof the VTP curriculum related principles; (b) teachers believed thatall of the selected principles in the VTP which received "verygreatly" should be emphasized in the new Curriculum Standard; (c)teachers believed they had improved their own professional knowledgeand skills in regard to encouraging students' independent thinkingand self-

judgement; adopting values instructional strategies in thecurriculum; and helping students deal with their problems in dailylife; (d) teachers perceived that their students' learningperformance had improved in the following areas: thinking skills,learning interests, and social adjustment. A critical finding in thestudy was that teachers perceived that their students' moral conductand self-discipline had not changed sufficiently as a result of theimplementation; and (e) five major implementation factors accountingfor the ineffectiveness of the VTP were identified as follows: lackof in-service training and administrative support, hassles from themandatory innovation, teaching overload and lack of resourcessupport, attachment to traditional methods, and negative influence ofsocial environment. The findings implied that curriculum development andimplementation should be based on teachers' beliefs. Therecommendations for future research included (a) replicating anethnographic study to disclose the process of beliefs change, (b)providing empirical basis for improving children's moral practice,and (c) determining potential problems in transferring thepedagogical methodology from one culture to another.
Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermeneutic

(4) Title: ATTITUDES OF SECONDARY SOCIAL STUDIES AND ENGLISH TEACHERS TOWARD THE CLASSROOM EXAMINATION AND TREATMENT OF CONTROVERSIAL ISSUES (SOCIAL STUDIES TEACHERS)
Author: ENGEL, SAMUEL LOUIS
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 110
Advisor: COX, C. BENJAMIN

Research Problem: The purpose of this study was to investigate the attitudes of social studies and English teachers toward the examination ofcontroversial issues in their classrooms. The attitudes of teacherswho taught both social studies and English were also examined.
The study was conducted within eight counties of a midwesternstate. Surveyed were 337 secondary social studies (n = 147) andEnglish (n = 190) teachers. The survey instrument, the East CentralIllinois Social Issues Teacher Questionnaire, consisted of threequestions that asked respondents to rate 27 statements which reflectteacher attitudes toward the use of controversial issues and relatedthemes as well as other questions.
Some factors included in the study were the amount of timeteachers treat controversial issues, teachers' awareness of districtpolicy concerning treatment of controversial issues, and whichcontroversial issues the teachers would and would not discuss withstudents.
Statistical treatment of the statistical data included attentionto frequencies, percentages, means, standard deviations, and analysisof variance.
Conclusions. Collectively, 75% of the teachers reported spendingup to 25% of their class time examining controversial issues.Membership in state or national teaching organizations did notincrease or decrease the amount of time spent examining socialissues. Higher percentages of female English teachers than maleEnglish teachers ranked sanction reasons (administrative disapproval,community pressure groups, and parental criticism) as reasons for notdiscussing some controversial issues. Male social studies teacherswere more likely than female social studies teachers to rank sanctionreasons for not discussing controversial issues. Low percentages ofteachers working in both rural (3%) and urban (13%) schools knewwhether their district had a controversial issues policy. Socialstudies teachers identified religion and school policy as issues theywould not discuss with students. English teachers identified abuseand school policy as controversial issues they would not discuss withstudents. The general conclusion is that secondary social studies andEnglish teachers report that they are examining controversial issueswith their

students and that they are willing to discuss a variety ofissues they deem controversial, such as abortion, abuse, drugs,gangs, racism, suicide, and teen sex.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(5) Title: THE RELATIONS BETWEEN THE FORMAL STRUCTURE OF EDUCATIONAL GOVERNANCE AND CLASSROOM PRACTICE (CURRICULUM POLICY)
Author: HSU, CHAO-SHENG
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 263
Advisor: WESTBURY, I.

Research Problem: It is a pervasive belief among those concerned with school governance that policy makers can and do steer school practicethrough such instruments as external tests and examinations, teacherevaluation systems, teacher certification codes, mandated curricula,and the like (Cohen, 1990; Cohen and Spillane, 1992). It seems thatthere are systematic relations between curriculum policy andclassroom practice. Stevenson and Baker (1991) explored the relationships betweenusing the SIMS Population A data. They found that in educationalsystems with tight national control over curriculum, classroomteachers are more likely to teach the same mathematics curriculumthan those in systems with provincial or local control overcurriculum. Their findings were however derived from an analysis inwhich data were aggregated across courses and curriculum topicswithin systems. In this study, we examined the relations between governancestructures and classroom practice using the SIMS Population A andPopulation B data. We used the variation of content coverage withinindividual courses in each system to examine our research questionand the SIMS topical areas as criteria. The study found that thereare no systematic associations between patterns of coverage variationand level of control of curriculum. It seems that coverage variationis not associated with the formal structure but with curriculumitself, a framework which determines patterns of content coverage andcreates the context for the classroom teaching practices. Finally, we used Meyer's "institutional theory" to interpret thefindings. The resource of authority and control within schooling doesnot derive from its "skeleton" or internal framework (i.e., itsorganization) but from an "exoskeleton" of shared socialunderstandings held in common in a culture or social system (i.e.,its institutional framework).
Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermeneutic

(6) Title: EARLY CHILDHOOD STUDENT TEACHERS' IMAGES AND THEIR CLASSROOM PRACTICE (STUDENT TEACHERS, TEACHER IMAGES)
Author: LIN, YU-WEI
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 208
Advisor: SPODEK, B.

Research Problem: Since the late 1970s', an approach to the study of teaching has developed which assumes that what teachers do isaffected by what they think. This approach suggests that teacherbehavior is substantially influenced and even determined by teachers'thought processes. Teachers' planning, teachers' interactivedecision-making, and teachers' theories, beliefs and images areencompassed within this domain. In this study, teachers' beliefs andimages were investigated. This study explores two early childhood student teachers' beliefsand images in relation to their classroom practice. Four researchquestions are raised: (a) What are these early childhood studentteachers' images of teaching? (b) Do their teaching images

influencetheir classroom practice? (c) Do their teaching images change duringstudent teaching period? (d) What are the possible influentialfactors on their teaching images?
A case study method was used in this study. Classroomobservations, videotaping, open-ended interviews, and studentteachers' written plans and personal journals were the major sourcesof data.
The following conclusions were drawn from this study: (a) Earlychildhood student teachers hold a set of teaching beliefs and imageswhich influence their classroom practice. (b) The origins of thesebeliefs and images are in their professional experiences, theirschool experiences, their family life and their personalcharacteristics. (c) The student teaching site did impact on thesetwo student teachers' images. (d) These two student teachersmaintained many teaching images over the student teaching period. (e)The university supervisor did not seem to have a great deal ofinfluence on these two student teachers' images.
Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-hermenutic

(7) Title: GENERAL FOCI AND CONTENT ELEMENTS FOR A NEW SCOUTING EDUCATION CURRICULUM OF THE REPUBLIC OF CHINA ON TAIWAN: A DELPHI STUDY
Author: LU, CHIEN-CHENG
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 484
Advisor: WITZ, KLAUS

Research Problem: The purpose of this study is to describe and critically discuss the need for the curriculum change of scouting education, andto identify possible overall focus and content elements for a newscouting education curriculum in Taiwan.
There were 20 suggested general foci for the new scoutingcurriculum scouting in this study. These 20 suggested general fociwere organized into 5 general focus clusters by using the principlesof semantics to identify the key ideas shared by a number ofsuggested general foci. Among the five general focus clusters theDelphi panel members clearly perceived the group harmony cluster andthe outdoor/environmental focus cluster to be quite important to thenew scouting education curriculum. The common focus cluster wasperceived to be moderately important. The leisure focus cluster andthe scouting focus cluster were perceived to be relatively lessimportant than the other three top rated focus clusters. Thissuggests that the new scouting education curriculum will be differentfrom the existing scouting education curriculum in terms of thecurricular foundations and educational visions.
Among 54 suggested content elements for the new scoutingeducation curriculum, 39 content elements were rated as having a meanof 3.00 (important) or higher. These 39 content elements were to agreat extent related to harmonious group living, and to theenvironmental and experiential aspects of outdoor education. Itshould be noted, however, that roughly 50 percent of these contentelements were already contained in the existing scouting educationcurriculum. On the other hand, 15 content elements were rated asbeing less than important. These 15 content elements were to a greatextent related to the more complicated or outdated skillstraditionally included in the scouting education curriculum, and tothe knowledge or ideology directly associated with scouting or theScout Movement.
Finally, out of 26 panel members, 15 members supported thecontinued use of the name "scouting education" for the new scoutingeducation curriculum. On the other hand, 11 panel members did notsupport the name "scouting education," and preferred alternativenames for the new scouting education curriculum. The alternativenames such

as "group living education," "outdoor (life) education,""outdoor/leisure education," "life ethics education," "action andpractice education" and "adolescent life education" suggested bythose panel members, however, were quite diverse. (Research Problem shortenedby UMI.)
Forms of Curriculum Inquiry employed in this Dissertation: deliberative-philosophical

(8) Title: THE DEVELOPMENT OF MENTORING RELATIONSHIPS IN THE TEACHING TECHNIQUES LABORATORY AT THE UNIVERSITY OF ILLINOIS (ILLINOIS)
Author: PATTON, PETER LEE
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 138
Advisor: COX, C. BENJAMIN

Research Problem: For this research project, a case study approach was used to examine the relationships that occur between supervisors andpre-service student teachers in the Teaching Techniques Laboratory atthe University of Illinois.
The study used nine case studies, organized into three trilogies,to examine the intense and extended relationships between personswith widely different skill levels and experiences. Each trilogyconsisted of one supervisor and two pre-service student teachers whowere assigned to work together during the Spring Semester, 1992. Eachof the informants was interviewed in two one hour videotapedsessions. During the nine interviews, eighteen hours of videotape wasrecorded. In addition to these interviews, the informants were alsoobserved on a informal basis during a fourteen week period betweenJanuary 27, 1992, and May 1, 1992. The observations took placebetween 9:00 a.m. and 5:00 p.m., Monday through Friday. Eachinformant was observed for two hours per week during the nine lessonteaching sequence. An ethnographic approach was employed to collectqualitative data.
An inferential finding of this study was that, within theconfines of the sample pairings, short term mentor-novicerelationships developed between the three supervisors and the sixstudent teachers who were the focus of the interviews. Both parties benefited from these mentor-novice relationships.The pre-service student teachers developed useful strategies forteaching and classroom management, began to look at teaching as anintellectual activity, and were helped by their supervisors toanalyze their experiences in the classroom. The supervisors enjoyedsharing what they had learned with the pre-service teachers. Thissharing often forced them to look at their own teaching practices andcaused them to consider using teaching methods that they had notconsidered before. Another finding of this study was that the supervisors usuallyadopted a collaborative supervision style with their pre-servicestudent teachers with a slight tendency toward directive behavior. It is recommended that further studies be conducted to see ifthese same elements occur in the student teaching practicum.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-Scientific

(9) Title: EXPLORING THE RITUAL OF GROUP TIME IN A KINDERGARTEN CLASSROOM
Author: BROWN, PATRICIA CLARK
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 167
Advisor: SPODEK, BERNARD

Research Problem: This ethnographic study looks at a ritual event common in

early childhood classrooms, usually called group time, circle time,or, in this case, "opening." In particular, this study considers thefollowing questions: (1) What role does group time play in a publicschool kindergarten classroom? (2) What values, beliefs, and groupperspectives are being transmitted through this ritual event? (3) Howdo these values, beliefs, and perspectives relate to the teacher'svalues and beliefs about young children, learning, and education? (4)How do children make sense of the group time event? What does it meanto them?

The site selected for the study was a kindergarten classroom inan public elementary school located in an small urban community inthe midwest. Classroom observations, videotape recordings, andinterviews with the teacher and children provided data for the study.Videotape recordings of group time were also used as an aid ininterviewing. Data were collected during the last three months of oneschool year and again during the first month of school in thefollowing year. Analysis of the data was an ongoing process andincluded studying field notes, transcriptions, and videotapes tofocus observations and interviews, to look for patterns, and todevelop coding categories. These categories were used to help uncoverthe underlying themes of the study.

The activities within the ritual event called "opening" in thiskindergarten included doing the calendar, saying the Pledge ofAllegiance, choosing captains, and show-and-tell. It was found thatthe ritual was an important means of transmitting to children values,beliefs, and a group perspective. These values, beliefs, andperspectives reflected the values and beliefs about young childrenand learning held by the kindergarten teacher, but were also part ofa larger view of the purpose of kindergarten and public school in oursociety.

Forms of Curriculum Inquiry employed in this Dissertation: Action Evaluative-Normative

(10) Title: MEASURING THE EFFECTS BETWEEN FAMILY AND TEACHER CHARACTERISTICS ON STUDENT ACHIEVEMENT
Author: CHAPMAN, WARREN KING
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 181
Advisor: ANDERSON, JAMES D.

Research Problem: Teachers and parents are two of the most important and valuable resources a child has at his or her disposal during theirschooling experience. Family environments are believed to have asignificant influence in the development of a child's cognitiveabilities and affective characteristics. It is the parents whoestablish and reinforce certain values and behaviors that effect theeducational attainment of a child. The environment established in aclassroom affects the learning of a child through the formal andinformal structures and procedures developed by teachers. Teacherscan establish an environment that facilitates learning and influencescertain values and behaviors.

Previous educational research has focused on how parents orteachers have singularly contributed to the academic achievement ofstudents. While many of these studies have provided some insightfulresults on the effects that parents and teachers have on studentacademic achievement, they have failed to acknowledge the fact thatstudents must interact with both groups simultaneously. This researchexamines how various educational inputs of parents and teachers,either singularly or jointly, influence certain educational outcomesof students. The specific question which this study addresses iswhether students who perceive their parents and teachers as showinghigh concern for their involvement in school, score higher onstandardized tests and receive better grades than similar studentswhose parents and teachers are perceived as showing low concern fortheir school involvement.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Action Ethnographic-naturalistic

(11) Title: MUSICAL THEATRE EDUCATION: A CASE STUDY (THEATRE EDUCATION)
Author: FOUST, DIANE
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: EDD pp: 148
Advisor: LEONHARD, C.

Research Problem: Using a naturalistic research paradigm, the investigator focused on issues pertaining to undergraduate musical theatreeducation. Several questions guided the study: (1) What are theprogram objectives? (2) What day-to-day experiences and activitiesare implemented to achieve those objectives? (3) How do instructorsgive effective feedback to improve students' performance skills? (4)What knowledge and skills are considered essential by those who areinvolved in a musical theatre program? (5) What preparation doinstructors who teach in such programs possess? (6) How do studentsand faculty balance academic demands with performance and productionresponsibilities?

The purpose of this study was to explore at firsthand theoperation of one undergraduate musical theatre degree program inorder to develop a holistic description with regard to its history,mission statement, objectives, curriculum content, instruction,evaluation, supervision, and administration. Sources of informationincluded curricular guides and materials, recruiting and promotionalmaterials. Observation of musical theatre experiences in whichstudents and faculty were involved, observation of teaching/learningexperiences and activities in classrooms and rehearsals, observationof performances, review of methods for assessment of studentachievement, review of production schedules and responsibilities, andinterviews with people directly involved in the program. Several important themes emerged from the research and arediscussed: (1) recruiting, growth and development in recent years;(2) the role of performance and its relationship to academics; (3)the relationship of the theatre department to the music department;(4) the quality of evaluation and feedback on performance skills; (5)unity of vision for the program; and (6) strengths and weaknesses.

Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic Theoretical

(12) Title: EFFECTS OF IMPLEMENTATION OF ASSESSMENT POLICY ON STAFF PRACTICES AT A STATE DEPARTMENT OF EDUCATION (EDUCATIONAL REFORM, ILLINOIS)
Author: TRES-BREVIG, MARIA DA PENHA
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 517
Advisor: STAKE, ROBERT E.

Research Problem: Augmenting state emphasis on student assessment to effect improvement in educational programs has implications for policies andpractices of state departments of education. Changes in perceptions,values, communications, and work practices are often realized bystaff members involved in educational reform process. How thosechanges occur are seldom empirically documented. Of particularinterest in this dissertation was how increasing emphasis onassessment policy affected the implementation of state reform inIllinois, particularly the effects on language and communicationwithin the Illinois State Board of Education (ISBE).

This study entailed an empirical examination of dailytransactions of ISBE personnel, concentrating on the actions taken bythe Student Assessment Section and Curriculum Improvement Section,responsible for the implementation of the LearningObjectives/Assessment Program and related activities. These sectionsdescribe what happened at a state department of education when anassessment program became the principal vehicle of state reform. Thestudy's orientation was to explore rather than to verify,particularly to provide grounds for understanding of the interrelatedchanges in assessment policy and educational practices. Qualitativenaturalistic research methodology was employed. The methods used fordata gathering included participant observation, interviews, anddocument analysis.

Results of data analysis and interpretation were summarized innine assertions which included: (a) disproportionate attention andsupport was given the Illinois Goals Assessment Program even thoughit was not aimed at school improvement; (b) development of reformactivities were carried out by the staff with little substantivediscussion of educational issues, discourse and practice weredominated by political, technical, and bureaucratic matters; (c)curriculum specialists were pressed to use language and priorities ofbehavioral objectives and test development in order to have a role inthe implementation of the educational reform; (d) the logic of grandstrategy for reform had visible flaws, inadequately connecting thestate assessment program and local school improvement efforts.

Influenced by the complexity of contextual factors, this studyrevealed that educational reform born of state and national goals,mandating state assessment programs as the vehicle to causecurricular and instructional changes, but without attempting toimpact the culture of the schools and the profession of teaching, canquickly fall short of achieving these goals.

Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Phenomenological.

(13) Title: A REVIEW OF ECONOMIC TOOLS IN THE DEVELOPMENT OF A FINANCIAL SIMULATION COMPUTER PROGRAM FOR MIDDLE SCHOOL STUDENTS (CAI)
Author: FLEMISTER, MICHAEL GILBERT
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 157
Advisor: RODGERS, FRED

Research Problem: Economic trends have led to the development of innovative economic tools. Once some of these tools were only available to thewealthy. The development of economic tools such as IndividualRetirement Accounts, Certificate of Deposit, College Tuition Bonds,etc. allow consumers an opportunity to plan for a productivefinancial future. Our children will be the beneficiaries of some ofthese innovative economic tools. However, we have to begin evaluatingour economic education programs, in general, and our instructionalmaterials specifically to prepare children to become effectiveconsumers. This study is concerned with designing instructionalmaterial based upon the opinions obtained through the use of aquestionnaire.

Data were obtained from survey instruments providing measures ofeconomic experience and exposure to 16 economic tools by middleschool students, middle school teachers, and experts in economics.Dependent variables, derived from the data include survey scalesreflecting students, teachers, and experts opinions concerning, forexample, the importance of learning the 16 economic tools to theeffect a computer could have on students' learning the 16 economictools.

Analyses associated with major research questions includeanalysis of variance by student ethnicity, grade and gender; ananalytical look at the descriptive statistics, an analysis ofvariance on group responses, and a Spearman rank correlation onselected survey items.
Forms of Curriculum Inquiry employed in this Dissertation: Action Scientific

(14) Title: GATEWAY TO EDUCATIONAL CHANGE: A SITUATED EVALUATION OF A FREDMAIL ADOPTION (NETWORKS, CLASSROOM TELECOMMUNICATIONS)
Author: HARRIS, GENELL HOOPER
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 200
Advisor: BRUCE, BERTRAM

Research Problem: Electronic networks are readily accessible in business and higher education. But only since the late 1970's has thiscommunication medium been introduced into primary education,kindergarten through eighth grade. This study examines an electronicnetwork known as FrEdMail (Free Educational Mail), specificallydesigned for education. This study traces the FrEdMail Networkadoption process as six teachers in four rural Illinois schools areintroduced to classroom telecommunications.

Innovation adoption is highly personal and complex (Bruce &Peyton, 1990; Fullan, 1991). Teachers are introduced to a novelconcept, leave the inservice program and return to the classrooms forimplementation. It is in their institutions where they confrontsituationally unique elements, i.e., classroom realities, thatinfluence their decisions to implement or reject educationalinnovations. These realities include such elements as institutionalenvironment and individual perspectives, such as goals, styles,practices and values.

The objective of this study was to examine this adoption processas teachers returned to their schools where they either rejected theFrEdMail Network or worked to fashion it with their classroomrealities. Three research questions provided the focus: (a) How doteachers' pedagogical goals, practices, styles and values (classroomrealities) relate to the way teachers incorporated or failed toincorporate FrEdMail? (b) How does the institutional environmentshape, constrain, or facilitate FrEdMail use? and (c) What are theways FrEdMail was used which reflect how it adapted to each teacher'sclassroom realities?

Situated Evaluation (Bruce, 1991) was chosen because of the valueit places on individual teacher concerns, perspectives, and settings.Data were collected through the following qualitative techniques: (a)teacher, principal, student, and project director interviews, (b)classroom/inservice observations, (c) network messages, and (d)classroom artifacts.

Teachers' adoption of FrEdMail was influenced by their existingvalues regarding computers. Implementation was more successful whenteachers employed FrEdMail as an enhancement to previously provenlessons. Teachers viewed FrEdMail adoption as a series of stepsrather than a single product. The time of year also affected FrEdMailuse. These findings and others reflected how teachers responded toFrEdMail and how this innovation conformed or was rejected based upontheir classroom realities.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(15) Title: EFFECTS OF LINEAR, HYPERTEXT, AND HYPERTEXT WITH ADVISEMENT APPROACHES ON COMPUTER-ASSISTED LEARNING (LEARNER CONTROL)
Author: LAI, FANGMAY

School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 179
Advisor: DENNIS, J. R.

Research Problem: Provided with network branching capabilities, learners of hypertext systems are freed from the conventional linear, highlydirected flow of presentation, and are allowed to have high level oflearner control of instructional sequence. Until very recently,hypertext design has been theory-rich and research-poor. Theeffectiveness of hypertext as an instructional system is still poorlydocumented. This study investigated whether learner control providedwith hypertext network branching capability can lead to a betterlearning result and attitude by comparing it with a conventionallinear instructional approach. It also examined whether learnercontrol with advisement strategies can be used in a hypertextenvironment to significantly improve the effectiveness of a hypertextinstructional approach.

Three different versions of computer-assisted instructionaltutorials (linear approach, hypertext approach, and hypertext withadvisement approach) introducing personal computer software weredeveloped as primary instruments. An immediate posttest and aretention test a week later were administered to measure subjects'achievement, and an attitude questionnaire was used to evaluatesubjects' learning attitude and motivation, as well as their sense ofdisorientation.

The findings of the experiment led to the following generalconclusions: (1) There were no significant differences in learningresults and knowledge retention between a linear approach and ahypertext approach whether or not learner advisement was provided.(2) There were no significant differences in learner attitude andmotivation between a linear approach and a hypertext approach whetheror not learner advisement was provided.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(16) Title: RELATIONSHIP OF CRITICAL THINKING AND LEARNING STYLES TO NURSING DIAGNOSIS
Author: HAMILTON, LOIS JEAN
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 173
Advisor: KAZANAS, HERCULES

Research Problem: Very few experimental studies were found that investigated the impact of learning styles and of teaching critical thinking alongwith nursing content on students' ability to learn nursing contentand to use critical thinking skills. The primary focus of this studywas to determine if teaching some the rules and principles ofcritical thinking and nursing diagnosis will increase AssociateDegree Nursing (ADN) students' ability to write accurate nursingdiagnoses. A secondary focus was to ascertain the learning style(s)which is/are conducive to learning critical thinking and nursingdiagnostic skills.

The students involved in this study were enrolled in theAssociate Degree Nursing Program at Illinois Central College, EastPeoria, Illinois. A quasi-experimental pretest-posttest design wasused because it was necessary to use two intact classes as thetreatment groups. The experimental group was taught some of the rulesand principles of critical thinking, nursing process, and nursingdiagnosis. The traditional group was taught some of the rules andprinciples of nursing process and nursing diagnosis. The data wascollected with the following instruments: Watson-Glaser CriticalThinking Appraisal, Kolb's Learning Styles Inventory, and aresearcher-developed nursing diagnosis test and an attitude scale.

The data were analyzed by using t-tests of true mean scores,analysis of variance, analysis of covariance, and Pearson's rcorrelation. All hypotheses were tested for significance at

the.05level. From the results of this study, the following conclusions may bedrawn regarding teaching selected critical thinking skills along withnursing diagnosis and the nursing process: (1) Nursing diagnosis andcritical thinking means of the two groups did not improve. (2) Therelationship between nursing diagnosis and critical thinking in theexperimental group was strengthened. (3) There was no significantdifference between learning styles and critical thinking, butstudents with assimilator learning styles had higher nursingdiagnosis scores. (4) The two instructional methods did notsignificantly affect the students' attitudes toward using criticalthinking skills and the nursing diagnostic process.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(17) Title: SELF-DIRECTED CURRICULUM RENEWAL: A PROCESS ANALYSIS IN ONE UNIVERSITY FRENCH PROGRAM
Author: KNOWLES, MARK ANTHONY
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 340
Advisor: LEPETIT, DANIEL

Research Problem: The Language for Specific Purposes (LSP) movement and content-based instruction has fostered and coincided with greateradoption of more communicative approaches in the teaching of Englishthroughout the world. In the highly decentralized world ofpost-secondary teaching in the US, LSP has had very few inroadsoutside of English as a Second Language departments. However,insights from the authors of two valuable approaches to curriculumdesign are the Ecology Model (Holliday and Cook, 1983) and theAppropriate Technology model (Markee, 1986), are related to a moretraditional Munby-style needs analysis (Munby, 1978) and complementit with a learning environment analysis which they call a MeansAnalysis. In this study, a closely-related concept to Means Analysiscalled Process Analysis was developed. It was based on data from amajor student needs survey with a questionnaire consisting of over100 short items) and the results of a series of interviews and asurvey of twenty teaching assistants at the University of Illinoisat Urbana-Champaign. An analysis of the technical culture of theteaching assistants is given based on the results of these data. Thepotential conflicts between the teaching assistants and the studentsare discussed, and a proposed negotiated solution, based onself-directed curriculum renewal, is given. Concerned with White's(1988) recommendation of the use of a normative-re-educative approachto innovation, this study focuses on the innovations identified bythe users of the curriculum (students and teachers). The studyprovides both theoretical and empirical support to the belief thatcurriculum design is most effective when conceived in terms of aprocess analysis and a normative-re-educative approach, which takeinto account the receivers' perceptions of innovations as anessential element in the process of change.
Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical

(18) Title: THE COMPOSER IN RELATIONSHIP (COLLABORATION, INTERDISCIPLINARY ARTS)
Author: REPAR, PATRICIA ANN
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: DMA pp: 140
Advisor: BROOKS WILLIAM

Research Problem: In defiance of the notion that composers must work exclusively in isolation, and further, be glorified for doing so,this doctoral project proposes an alternative: that composerscontribute to their social environment not only as

composers ofartistic works but also of artistic processes. By composing artisticprocesses composers can re-compose and disseminate the idea ofrelationship as a dynamic process which thrives on creative andcollaborative interaction and change--a process favoring mobilityrather than stability. In contrast to contemporary culture, groundedin technological landscapes and electronic truths, expanding andrejuvenating the notion of relationship can have significant impacton the healing of this planet and its peoples.
Scholars and experts from many fields--business and commerce, thehumanities, and the physical, biological, and social sciences--areaddressing society's desperate need for a resurgence of creativethinking in regard to and in conjunction with collaborative activity.Chapter II draws on the work of several of these people and lays abroad foundation for the chapters that follow. Chapter III discussesand incorporates a 50-minute video documentary (Ripples: Artists InCollaboration) on the works and processes of four pairs ofcollaborative artists who employ various media and representdifferent locations in the United States. The discussion investigatesthe ways in which contemporary artists are contributing to a body ofknowledge concerned with creativity and relationship. Chapter IVpresents documentation and evaluation of a day-long workshop entitledConnectedness and Creativity I for graduate students in the fine artsand other artists in the community. The workshop was designed toexplore various approaches to interdisciplinary composition,collaboration, and the development of artistic community. Central tothe composition of this workshop are "activivations"--composedactivities, for individuals or groups, designed to stimulate creativeenergy and at the same time develop a range of relationships: fromthe most intimate relationship each of us has, that between mind andbody, to the panorama of relationship that reaches outward betweenself and others.
Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Theoretical

(19) Title: STUDENT ACHIEVEMENT, ATTITUDES, AND THINKING SKILL ATTAINMENT IN AN INTEGRATED SCIENCE/AGRICULTURE COURSE (SCIENCE, AGRICULTURE)
Author: ENDERLIN, KEVIN JOSEPH
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 256
Advisor: OSBORNE, EDWARD W.

Research Problem: The purpose of the study was to compare the effectiveness of an integrated agriculture and science course, Biological ScienceApplications in Agriculture (BSAA), to that of traditionalhorticulture courses, as measured by change in student achievement,attitudes, and thinking skill attainment.
The study was conducted using intact groups. Comparison group oneconsisted of 76 students from 6 schools enrolled in the BSAA course.Comparison group two consisted of 102 students from 8 schoolsenrolled in traditional horticulture courses.
Each student's cumulative grade point average was gathered as acovariate measure in the study. Agriculture and science achievementpre-tests were administered to the BSAA group before instructionbegan. A parallel agriculture and science achievement post-test wasadministered to the BSAA group at the completion of eachinstructional unit. A science achievement pre-test was administeredto the horticulture group before instruction began, and a parallelscience achievement post-test was administered after completion ofthe course. A science and agriculture attitude instrument wasadministered to both groups before instruction began and a parallelinstrument was administered after completion of the course. TheWatson-Glasser Critical Thinking Appraisal, Form A, was administeredto students in both groups before instruction began, and the parallelWatson-

Glasser Critical Thinking Appraisal, Form B, was administeredafter completion of the course.
Statistical analysis of the data showed significant agricultureand science knowledge gain in four out of six units for the BSAAgroup. No significant gain in science knowledge was found for thehorticulture group. Neither group exhibited significant change inattitude toward science or agriculture. In addition, neither groupexhibited significant gains in composite thinking ability.
Implications for practice indicate that BSAA is effective inadvancing student knowledge in agriculture and biological science.Because of the advantage of the BSAA course in the area of studentachievement in biological science and in agriculture, the BSAA courseshould be added to the curriculum of high school agriculture programsin Illinois.
Forms of Curriculum Inquiry employed in this Dissertation: Philosophical

(20) Title: AN EXPLORATORY STUDY OF THE USE OF COGNITIVE STRATEGIES BY FACULTY MEMBERS AND THEIR STUDENTS IN ASSOCIATE DEGREE NURSING EDUCATION
Author: JOHNSON, JUDY LA VAUGHN
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 187
Advisor: FARMER, J. JR.

Research Problem: As health care becomes extremely complex, faculty members and students must deal with massive amounts of information in nursingeducation. As nursing struggles in a curriculum revolution to moveaway from the behavioristic influence toward a more humanisticphilosophy, cognitive strategies may be a key that will enablestudents to intellectually manage their complex environments with thelarge arrays of information. Cognitive theories, which are concernedwith the thinking, perception, and other intellectual functioning ofan individual, served as the theoretical background for the study.
The purpose of this study was to explore the use of cognitivestrategies by faculty members and their students in associate degreenursing education. The research focused upon questions chosen toexplore the evidence of the use of cognitive strategies; theidentification of cognitive strategies; how the cognitive strategiesare used; and how the use differs from the classroom to the clinicalsetting. The questions were explored using several quantitativeapproaches for triangulation. Four faculty members and four of theirstudents were observed in classroom and clinical settings and laterinterviewed. Data collected during the observations and interviewswere coded into categories developed from the literature on cognitivestrategies. Eleven faculty members and 66 students completed Likertscale questionnaires, which had been developed from the literature oncognitive strategies. Descriptive statistics were used to analyze thequestionnaires. Pretesting of the interviews and questionnaires hadbeen conducted at a different school of nursing. The questionnaireshad been examined for content validity by a panel of experts.
The findings revealed an abundance of evidence of the use ofcognitive strategies by the faculty members and students. Thecognitive strategies that had been intentionally taught mostfrequently to students were found to be most frequently used bystudents. Findings showed that individuals may use cognitivestrategies frequently, without being aware of and monitoring theirown use. The faculty members' classroom presentation mode andinitiation of interaction in the clinical setting may influence thestudents' use of cognitive strategies.
Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Ethnographic

(21) Title: THE EFFECTS OF COMPUTER-BASED TRAINING WITH MULTIPLE THEORETICAL PERSPECTIVES ON THE ANALYSIS OF CASES OF READING ERRORS (FLEXIBILITY)
Author: SENIOR-CANELA, FERNANDO ARTURO
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 125

Research Problem: The development of problem-solving skills has long been an important instructional goal of academic programs. In the case ofteacher education, research provides evidence for the demands forflexibility in teaching and for the importance of promotingflexibility during pre-service education. Current research suggeststhat flexibility can be developed by allowing learners to exploreproblems from multiple perspectives, but further empirical evidenceis needed for this assertion.

The present study compared three versions of a computer softwareprogram designed to analyze cases of oral miscues from differenttheoretical perspectives in reading. A sample of 111 subjects wasdrawn from a large public university in Pennsylvania. Subjects wereenrolled in required methods courses in language arts. The study wasconcerned with testing the hypothesis that students who are exposedto cases of oral reading errors interpreted from multipleperspectives would consider multiple perspectives when solving newcases.

Subjects read cases of children's oral reading miscues presentedon the computer. Each case provided information about how practicingteachers interpreted and remediated these miscues. Following theseexamples, subjects were provided with four new post-treatment casesfor them to analyze. Subjects' responses to cases were codedaccording to the type of perspective(s) used in the analysis of eachcase (phonics, sight-word, and/or whole language).

The results of the study indicate that regardless of treatmentcondition, using the program increased the average number oftheoretical perspectives subjects used per case (except for one groupof subjects with more course experience). Additional exposure todidactic instruction, with corresponding increases in conceptualknowledge, seems to have interfered with the acquisition of skill inflexibly applying new knowledge, although that hypothesis willrequire further test. The study raises crucial issues such as howsoon flexibility notions need to be introduced in the curriculum andwhat some of the important considerations are in designingcomputer-based learning environments to facilitate flexibility.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(22) Title: THE EFFECTS OF DIFFERENT INTERFACE PRESENTATION MODES AND USERS' INDIVIDUAL DIFFERENCES ON USERS' HYPERTEXT INFORMATION ACCESS PERFORMANCE
Author: WEY, PI-SHIN
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 167
Advisor: WAUGH, M.

Research Problem: The main purpose of this study was to investigate the interaction effects of different interface presentation modes(text-only and text/graphic) and individual differences (cognitivestyle and computer experience) on users' hypertext information accessperformance. The study employed a 2 x 2 x 2 factorial design. Thethree independent variables were cognitive style (field dependent,field independent), level of computer experience (less experience,more experience), and interface

presentation mode (text-only,text/graphic). Performance was assessed by task scores, completiontime, number of cards searched, and number of blocking loops. Sixty-one undergraduate students from the University of Illinoisat Urbana-Champaign voluntarily participated in this experiment. Theexperiment was carried out in two stages. First, subjects filled outthe background information sheet, completed the computer experienceinventory questionnaire, and took the Group Embedded Figure Test(Witkin et al., 1971). Second, subjects were assigned to eithertext-only or text/graphic interface presentation modes and wererequested to locate answers to the simple fact-based task questionsin the Western Civilization Hypertext Information System. The findings of the study lead to the following conclusions. (1)The field-independent users performed significantly better onhypertext information access tasks than the field-dependent users inthe text-only interface presentation mode. However, in thetext/graphic interface presentation mode the field-dependent usersperformed slightly better than in the text-only interfacepresentation mode indicating that this text/graphic interfacepresentation mode may be somewhat beneficial to the field-dependentusers. (2) Users with different levels of computer experience (lessand more) performed about equally well on hypertext informationaccess tasks in the text-only and the text/graphic interfacepresentation modes. Both less-experienced and more-experiencedcomputer users' performance were slightly improved (not statisticallysignificantly different) in the text/graphic interface presentationmode. (3) Cognitive style was found to be a significant factor onusers' hypertext information access performance in both text-only andtext/graphic interface presentation modes, and was more influentialthan the computer experience factor.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(23) Title: BEGINNING PRESCHOOL TEACHERS' IMPLICIT THEORIES: WHAT THEY THINK BEHIND THEIR ACTION (BEGINNING TEACHERS, TEACHERS' THINKING)
Author: LI, WEI
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 140

Research Problem: What teachers do is affected by what they think. It is believed that teachers hold implicit theories in their thinking inpractice, which are not explicitly articulated in speech or writings,but can be elicited.
This study is a case study on two new preschool teachers'implicit theories. Through in-classroom observations and open-endedinterviews, these two teachers' thinking in practice were elicited.The data were analyzed in relation to their teaching and theirpersonal experiences. The teachers' implicit theories were presentedin categorized statements respectively. It was found that these newteachers possessed a wide range of implicit theories on the domainsof education, children, teaching, etc. And their beliefs wereinfluenced by their past personal experiences. Implications onteacher education and development such as what should be taken intoconsideration from students' personal perspective, and how researchmethodologies served different functions in analyzing and shapingdata were discussed.
Forms of Curriculum Inquiry employed in this Dissertation: Action
Philosophical

(24) Title: ART AS ARGUMENT: A RHETORICAL APPROACH TO TEACHING LITERATURE AND PAINTING (CRITICAL THINKING)
Author: GOLDSMITH-CONLEY, ELIZABETH HARRIET
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 320

Advisor: SMITH, R. A.

Research Problem: A rhetorical approach in the classroom which emphasizes questions of audience, purpose, and technique will help to mediateconflicts about content and pedagogy in the literature and artcurriculum, will promote critical thinking skills in students, andshould encourage a more serious public attitude toward the arts.Chapter 1 examines American practices of teaching literature and artover the last century. Chapter 2 surveys classical and contemporarytheories of rhetoric and emphasizes those of Cicero and ChaimPerelman. The survey introduces the three offices of the orator(delighting, moving, instructing) and the five canons of rhetoric,particularly of invention, arrangement, and expression, terms laterused in the heuristics this study advocates. Chapter 3 shows how therhetorical approach has been applied in the past to arts such asliterature, painting, architecture, and music. This chapter featuresthe ut pictura poesis tradition of the fifteenth through eighteenthcenturies and shows how the rhetorical perspective is again emerging.Chapter 4 applies a rhetorical framework to the analysis ofadvertisements (the quintessential example of a rhetorical art),poems, and paintings. Chapter 5 ends by underlining similaritiesbetween the general critical thinker and higher order cognition inthe arts and showing how the rhetorical approach can cultivatesensitivity and higher-order thinking skills.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical Philosophical

(25) Title: THE DEVELOPMENT AND TRIAL OF A BEGINNING BAND METHOD FOR TEACHING WIND AND PERCUSSION INSTRUMENTS BASED ON A NOTATION SYSTEM DIFFERENT FROM THE TRADITIONAL NOTATION (WIND INSTRUMENTS, MUSIC READING, BAND INSTRUCTION)
Author: RIVERA-DIAZ, AMILCAR
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: EDD pp: 414
Advisor: LEONHARD, CHARLES

Research Problem: The purpose of this study was to develop a beginning band method based on a number-system approach to musical notation and todescribe its effect on beginning wind and percussion students afterfifteen weeks of instruction. The problem addressed in this study wasthe need for finding a better way to help the beginning bandinstrumentalist to cope with the basic mechanical aspect ofperformance while developing fundamental music concepts withouthaving to struggle with the nature of the symbols used intraditional music notation. An ancillary problem relevant to thepurpose of this study, is the lack of a method book for bandinstruction suitable for the needs of the Puerto Rican school bandprogram. The results obtained from this investigation should serve asa catalyst for the development of future band curriculum materialsfor the public schools of Puerto Rico.

The Number-System Method consisted of a text employing anumerical notation in which the numbers 1 through 8 represent theconcert Bb major scale degrees. However, various features were addedin order to convey musical meaning in a more thorough way. Thecontent of the method was derived from The Individualized InstructorPreliminary Book and Book One. Both texts were converted intonumber-system notation for the most part, and were employed duringthe first eleven weeks of instruction. In the last four weeksstudents were introduced to traditional notation, and the materialcovered during the first eleven weeks employing the number-systemapproach was reviewed, now replaced by the traditional music notationsymbols. Formative and summative achievement measures were employedfor assessing performance skills, music reading skills, and auralskills. Students' attitude was assessed by administering two attitudeinventories.

Given the circumstances and limitations of the study, noconclusive evidence of superiority of the Number-System Method can beasserted, and that was not the purpose of the investigation. However,it can be stated that the Number-System Method is a feasible approachfor Puerto Rican beginning band students who tend to lack musicalbackground due to the limitations of the general music program.
Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Philosophical

(26) Title: OPPORTUNITIES AND OBSTACLES IN BILINGUAL READING (READING STRATEGIES, HISPANIC)
Author: JIMENEZ, ROBERT THOMAS
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 230
Advisor: GARCIA, GEORGIA E.; PEARSON, P. DAVID

Research Problem: This research examines the strategic reading processes of eight bilingual Hispanic children who are good English readers. Forcomparative purposes, a smaller sample of good monolingual Angloreaders and of poor bilingual Hispanic readers is also included. Themajor objective of this study was to answer the question of howbilingualism and biliteracy affect metacognition. Data were gatheredusing unprompted and prompted think alouds, interviews, a measure ofprior knowledge, and passage recalls. Preliminary analysis resultedin the identification of nineteen cognitive and metacognitivestrategies that were used and/or identified by the studentparticipants.
The good bilingual readers were much more likely to verbalizetheir difficulties with unknown English vocabulary than were themonolingual readers. However, unlike the poor bilingual readers, theywere more successful in resolving their vocabulary problems. Theirapproach to English narrative text was characterized by theirdetermination to comprehend, their flexibility in using strategies,and their accuracy in making sense of the text; whereas theirapproach to English expository text was characterized by their use ofrelevant prior knowledge, their identification of new information,and their ability to combine new with old information. The goodmonolingual readers did not verbalize their thinking as much as thegood bilingual readers. However, they also demonstrated determinationto comprehend, were flexible in their use of strategies, and moreoften than not they were accurate in making sense of text. Thesereaders were especially adept at integrating relevant prior knowledgeinto their ongoing meaning construction.
Both samples of bilingual readers had greater difficulty withSpanish expository text than they did with Spanish narrative text orEnglish narrative and/or expository text. The qualities ofdetermination, flexibility, and accuracy again characterized the goodbilingual students' reading of Spanish narrative text. Bilingualstrategies, such as searching for cognates, translating, transferringknowledge learned in one language to another, and usingcode-switching in the protocols to discuss the text were more evidentin their approach to Spanish expository text. The poor bilingualreaders, by and large, did not utilize these strategies and were lesssuccessful in their comprehension. The data from this study suggestthat good bilingual readers possess strategic reading knowledge thatis qualitatively different from that of other readers.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(27) Title: STRATEGIC INTERVENTION IN THE CONTENT AREAS: THE EFFECTS OF INSTRUCTIONAL FRAMING ON THE TEXT RECALL OF REMEDIAL SEVENTH-GRADE SCIENCE STUDENTS (REMEDIATION)
Author: WILSON, PATRICIA SHEARER
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Degree: PHD Date: 1992 pp: 128
Advisor: THURSTON, PAUL

Research Problem: A study designed to increase the knowledge base about strategy intervention for at-risk middle-level students by assessingthe impact of one specific visual organizer strategy (conceptualFraming) on less able readers was described and findings reported.Specifically, the study included four replications using Frames tosupplement four chapters of a seventh-grade earth science test. ThisCondition was compared to traditional teacher edition instruction asprovided by the textbook publisher. At the conclusion of each of the four chapters, students in bothControl and Framing groups were given identical end-of-chapter testswhich consisted of multiple choice, cloze, and essay questions. Inaddition, qualitative data were collected through a written anonymousstudent survey following the third test, informal teacher interviewsat the beginning, middle, and end of the study, and one-on-oneinterviews at the conclusion of the study with eight of the belowaverage readers who had been participants. Principal findings indicate that there was marginal statisticalsignificance for combined scores for essays from two chapters of thestudy. Otherwise, there was not a statistical instruction.Qualitative data indicate, however, that measurement of the potentialeffectiveness of the Framing intervention was at least in partconfounded by the fact that some students did not activelyparticipate in classroom cooperative group Framing activities, and bythe fact that many students did not make use of the Frames as studyaids. Data indicate there was also a significant effect for Teacher onseven dependent variables. The students of Teacher 2 consistentlyscored higher than the students of Teacher 1 on tests, regardless ofCondition or reading achievement level. Although there was nostatistical significance in the Condition x Teacher x Abilityinteraction effect for the students of each teacher, there weredistinctive interaction trends for each teacher. Specifically,Framing increased the mean test scores for lower-level studentstaught by Teacher 1, and conversely, higher-level students of Teacher2 more consistently raised test scores when Framing was used to helpthem organize information.
Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(28) Title: PERCEPTIONS OF COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS OF THE COOPERATING TEACHERS' SUPERVISORY ROLE REGARDING PLANNING AND INSTRUCTION (LESSON PLANNING)
Author: ARGYRIOU, CHRISTOS G.
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: EDD pp: 151
Advisor: COX, C. BENJAMIN

Research Problem: The purpose of the study was to investigate and compare cooperating teachers' and university supervisors' perceptions of 32supervisory activities performed by the cooperating teachersregarding their student teachers' planning and instruction. A surveyinstrument, consisting of 32 items describing commonly reportedsupervisory activities, was administered to 65 cooperating teachersand 12 university supervisors involved in secondary student teachingat the University of Illinois at Urbana-Champaign in the SpringSemester 1991.
Inferential and descriptive statistics were used to report andanalyze the perceptual responses of the two participating groups.Item means of the Likert measures were used to rank the items. Visualanalysis produced three levels of use and helpfulness of theactivities to student teachers as perceived by the cooperatingteachers and the

university supervisors. The $\chi\sp2$ statistic wasused to identify three levels of agreement (high, medium, low)between the two groups.

The findings indicated that the two groups expressed significantdifferences over the helpfulness of stated expectations for studentteachers, the modeling of teaching methods and styles, and a concernfor instructional organization. The cooperating teachers perceivedthat these activities were more helpful to student teachers than theuniversity supervisors perceived them to be. The two groups weresimilar in their perceptions of the lack of helpfulness of formalconferences and the helpfulness of the activities that grantedstudent teachers autonomy to plan their lessons. They agree thatinformal supervision of student teachers in which a sense of autonomyto plan on their own is passed to the student teachers is morehelpful than formal supervision entailing technical systems ofobservation and evaluation.

The similarities and differences of cooperating teachers' anduniversity supervisors' perceptions of the helpfulness of theactivities suggest the usefulness of in-service programs, to allowthe two groups to share their educational philosophies andsupervisory knowledge.

It is recommended that further studies utilizing representativesamples of elementary and secondary cooperating teachers, universitysupervisors, and student teachers, including direct observation ofsupervisory acts, would provide useful empirical information to theeducation literature.

Additional studies should examine the other areas of cooperatingteachers' responsibilities: orientation, evaluation, and professionaldevelopment.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological hermeneutic

(29) Title: THE EFFECTS OF CROSS-CULTURAL TRAINING ON THE ATTRIBUTIONS AND ATTITUDES OF PRESERVICE TEACHERS (LEP INSTRUCTION)
Author: RAMIREZ, HERMILA A.
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD· pp: 121
Advisor: WALKER, JERRY

Research Problem: The Hispanic population in the United States is well on its way of becoming the largest minority group. It is also known thata great number of Hispanics have difficulty functioning in the schoolenvironment. Since schools institutionalize the dominantAnglo-American culture code, it may well be that interculturalconflicts are the root of the problem. Ignorance of other culturescan produce misinterpretation of behavior and may lead to culturalconflict. Cross-cultural training may help teachers identify anddefine cultural patterns of Hispanic students.

Therefore, this study investigated effects of cross-culturaltraining on the attributions and attitudes of pre-service teachers.It was designed to help teachers identify and define culturalpatterns of Hispanic students which may be different from those foundin the American mainstream culture. The design consisted of 59pre-service teachers who were randomly divided into threeexperimental groups: The first group received no training; the secondgroup received cultural assimilator training, by reading Hispaniccultural materials developed by R. D. Albert; the third groupreceived cultural assimilator training, plus role-play exercises.This procedure involved both cognitive and behavioral training. InBoth cases the pre-service teachers were presented with interactionswhich hold the potential of cultural misunderstandings and conflict.The group results were used for comparative purposes. They showedthat both types of training are effective for changing theattributions and attitudes of pre-service teachers. The resultsshowed a very strong positive effect on the subjects' attitudestoward Hispanic students. Athough this study is directed to the Hispanic culture, it canbe extrapolated to members of other cultures

through the use ofculture assimilators that may be designed for each specific cultureunder study.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(30) Title: EXAMINING THE RELATIONSHIP BETWEEN LEISURE THEORY AND RECREATION PRACTICE (PROFESSIONAL PREPARATION)
Author: PARR, MARY GREENWOOD
School: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
Degree: PHD pp: 171
Advisor: CHICK, G.

Research Problem: The purpose of this study is descriptive and exploratory; an attempt to gain a deeper understanding of the practice of parksand recreation administration, its relationship to leisure theory,and curricular implications. An unconstrained pile-sort technique wasused to measure the cognitive structures of Leisure StudiesAcademicians (n = 19), Leisure Service Practitioners (n = 20), andLeisure Studies Students (n = 19). Each of the concepts outlined inthe National Recreation and Park Association's (NRPA) AccreditationStandards was printed on a separate, 3" x 5" card. Each participantwas asked to sort the cards into piles according to their similarity.Consensus analysis, hierarchical clustering, multidimensional scalingand Quadratic Assignment analyses were used to determine thedifferences in cognitive structure within each group and among thegroups. The results suggested that the Accreditation Standardsrepresent an ambiguous content domain. That is, there is littlecommon, shared meaning associated with the concepts among theparticipants within each group and among the three groups.Researchers, faculty, and practitioners should use caution whenapplying the standards to Research Problems, curriculum evaluation,and in the development of "leisure professional" certificationexaminations. The information provided by these participants alsosuggested that leisure theory is linked to the practice of parks andrecreation. However, each group characterized this link in somewhatdifferent ways. These results also indicated several differencesbetween what is taught, what is learned, and what is practiced in thefield. These differences can be addressed in future research todetermine appropriate curriculum content for preparing professionalsin the field of leisure service delivery.
Forms of Curriculum Inquiry employed in this Dissertation: Deliberative
Action

(16) THE UNIVERSITY OF IOWA
Public coed university

The University of Iowa is a major national research university with a solid liberal arts foundation. Founded in 1847 as Iowa's first public institution of higher education, it has won international recognition for its wealth of achievements in the arts, sciences, and humanities. Iowa was the first U.S public university to admit men and women on an equal basis and the first institution of higher education in the nation to accept creative work in theater, writing, music, and art as theses for advanced degrees. It established the first law school west of the Mississippi, broadcast the world's first educational television programs, and developed and continues to hold preeminence in educational testing. The home of pioneering space research, Iowa has designed and built research instruments carried aboard many major U.S space missions, including the Galileo spacecraft currently on a six-year journey to Jupiter. Its research in hydraulics engineering is world renowned, as are its innovation in biocatalysis, biomedical engineering, agricultural medicine, and pharmacology education. The University has one of the most extensive research library systems in the country and operates the nation's largest university-owned teaching hospital.

A member of the select Association of American Universities, an organization of institutions recognized for excellence in research, The University of Iowa maintains a balance between scholarly research and teaching. It places strong emphasis on undergraduate, international, and interdisciplinary education and brings undergraduate, graduate, and professional students together with distinguished teachers and scholars in a close-knit, intellectual community. The University of Iowa has been accredited by the North Central Association of Colleges and Secondary Schools and it is a member of the Association of American Universities. It is associated with Indiana, Michigan State, Northwestern, Ohio State, Pennsylvania State, and Purdue universities and the Universities of Illinois, Michigan, Minnesota and Wisconsin in the western Big Ten Conference. Along with the big ten universities, it also is associated with the University of Chicago in the Committee for Institutional Cooperation (CIC). The Office of the Vice-President for Research at the University of Iowa maintains an overview of the many individual research commitments of the institution and actively promotes the research mission of the University in many ways.

Graduate School: Unique Features

1. Enrollment: 27, 463 graduate, professional, and undergraduate students; 5,532 full-time matriculated graduate/professional students (2,313 women), 3,258 part-time matriculated graduate/professional students (1,781 women).

2. Graduate students and faculty groups:
Graduate Students: 3,291 full-time matriculated graduate/ students (1,576 women), 2,569 part-time (1,369 women), includes 383 minority (155 African-Americans, 102 Asian-Americans, 111 Hispanics, 15 Native Americans); 1,321 internationals. Average age: 29. Graduate faculty: 1,677 full-time, 52 part-time, includes 191 minority (36 African-Americans, 121 Asian-Americans, 28 Hispanics, 6 Native-Americans.

3. Tuition: $ 2,604 per year full time; $345 per semester hour part-time for state residents; $ 7,900 per year full-time, $ 435 per semester hour part-time for non-residents. Fees of $160 per year full-time, $140 per year part-time.

4. Programs: The Graduate College include graduate programs in the College of Education, Engineering, Liberal Arts, Nursing, Management, Dentistry, Law, Medicine, Pharmacy, among others.

5. Degrees Offered: Doctorates, Master's and other Advanced degrees (Certificates).

6. Requirements for admissions: include: completed graduate application form, copies of official transcripts for all previous course work, official report of the Graduate Record Examination (GRE), General Test (verbal and quantitative); three current letters of recommendation, and evidence of experience or teacher licenser/certification (varies depending on program), an interview may be requested, TOEFL scores of 550 (minimum) for students whose native language is not English. In addition to the above, the following represent minimum requirements: Master of Arts: Graduate GPA of 3.0 and a combined verbal and quantitative GRE score of 1000 are preferred. Specialist in Education: a 3.25 GPA and a combined verbal and quantitative GRE score of 1000 are preferred. Doctor of Philosophy (Ph.D): a 3.0 undergraduate GPA or 3.5 GPA if graduate degree has been conferred, and a combined verbal and quantitative GRE score of 1000 are preferred. For students without an M.A thesis, an equivalent project must be completed
Address:
Graduate Admissions Office
The University of Iowa
Iowa City, IA 52242

7. Degree requirements: To earn a Master's (1) academic program requirements successfully completed (minimum of 30 semester hours), (2) satisfactory performance (minimum GPA :3.0) in courses and examinations, Thesis or a Project . To earn a Doctorate (Ph.D) a student must complete a program of study (minimum of 90 semester hours of credit, including credit earned for the dissertation). Each student prepares an individual plan of study in consultation with an adviser. The final plan must be approved by the adviser and the division chair (program of study may include: courses, seminars, internships, independent study, and practice. Comprehensive examinations and a dissertation are required). A student must be continuously enrolled at the university while working toward the degree and all the requirements must be completed with a grade point average of 3.5 (minimum).

8. Doctoral degrees awarded: five hundred and sixty three in 1993-94.

9. Student services: Low cost health insurance, free psychological counseling, career counseling, emergency short-term loans, campus employment opportunities, counseling/support services for international students, services for persons with disabilities. Graduate Housing: 2,956 units- rooms or apartments- available to single students; 749 units available to married students.

10. Financial aid: Scholarships, fellowships, research assistantships, teaching assistantships, partial tuition waivers, federal work-study, institutionally sponsored loans, emergency short term loans, and career related internships or field work available.

11. Research facilities: Main Library plus two additional on campus libraries: total holdings of 3,253,141 volumes; CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 6420, IBM 3090, Apple Macintosh, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: matriculated students in education: 357 full-time (249 women), 532 part-time (366 women) includes 58 minority (31 African-Americans, 5 Asian-Americans, 21 Hispanics, 1 native American), 92 internationals. Faculty: 96 full-time, 6 part-time. Faculty in Curriculum studies: 40 full time, 3 part-time professors. Years of experience as range between: 7 and 35. Students enrolled: Fall 135 students (1993), Spring 146 (1994), Master's 190 (Fall-1993) and 185 (Spring, 1994); Specialists 6 and MAT 63 in the fall 1993, 72 in Spring 1994.

2. Name of the Unit: Graduate College, College of Education, Division of Curriculum and Instruction.

3. Department Head or contact faculty member: Dr. Won Nibbelind, Chair and Dr. Peter S. Hlebowitsh (Ph.D. Specialty: Curriculum Theory and Development, History, Educational policy). Time teaching curriculum research: 8 years. Dr. Harold L. Schoen, Chair Graduate Programs in Curriculum and Instruction.
The University of Iowa
Iowa City, IA 52242

4. Name of the Program that focuses on Curriculum Studies: Graduate Programs in Curriculum and Instruction; Curriculum Studies: MAT (Master of Advanced Teaching), MA, MS, ED.S, Ph.D, Master and Ph.D in Curriculum and Supervision, Instructional Design and Technology (M.A, Ph.D.). Graduate Programs in Early Childhood, Elementary Education, Developmental reading, Secondary Education, English, Foreign Language, Mathematics, Science, Physical Education, Music. The Division of Curriculum and Instruction offers, or jointly administers with departments in the College of Liberal Arts, Advanced programs in the following fields of professional interest: art education, communication, education, curriculum and supervision, developmental reading, English education, foreign language education, mathematics, education, music education, physical education, science education, social studies education and communications studies. In some fields only master's level program are offered, whereas in other fields, educational specialists and Ph.D degree programs are offered. The School of Education also include the Divisions of Counselor Education, Planning Policy and Leadership, and Psychological and Quantitative Foundations.

5. Department Degree Requirements: Master's degree Thesis option requires at least 32 credits (minimum 24 at the University of Iowa), a program of study approved by the adviser and/or committee (compulsory and elective courses), the non-thesis option requires 32 credits and a paper or project involving substantial scholarly investigation and writing, usually done in a seminar or independently under the direction of an adviser. The doctoral program should include a strong background of education course work in the selected level or area (elementary, secondary, etc.). A minimum total of 90 credits -semester hours (common core and elective courses in consultation with adviser), including other approved graduate course work and a minim of two research tools, typically statistics, research design, or foreign language. Grade point average required for graduate programs: minimum 3.0.
The Doctoral program in elementary education must include two areas of concentration. One area must be in elementary education (e.g. children's literature, curriculum, language arts, early childhood, mathematics, reading, social studies). The second must be either an area outside of elementary education (English, library science, elementary administration, or child development) or must extend the programmatic focus beyond the elementary age level.

6. Doctoral degrees awarded: 22 doctorates in Curriculum (1993-94).

7. Primary Goals of the Graduate Program in Curriculum are: to prepare graduates for positions in public schools, local and state education, agencies, clinical settings, and institutions of higher education. The primary goal of the M.A degree program is to prepare persons to deliver appropriate levels of service to students at the preschool, elementary, and secondary levels in either public or private settings. The MA in Curriculum and Supervision prepares teachers and administrators for positions as consultants, directors and coordinators in secondary school curriculum development. The Doctoral programs prepare students for college and university teaching and research positions, and for research, curriculum, supervisory, or administrative positions in public school systems and government educational agencies. The Ph.D in Curriculum and Supervision, administered by the College of Education, prepares students for leadership positions in the field of curriculum for secondary schools, state departments, intermediate systems, and college-university teaching and research.

8. Graduate program of Curriculum is among the leading Programs in the United States because of: national leader in research, reputation of faculty; quality of graduates, curriculum and instructional characteristics, curriculum research publications, participation of faculty and students in professional groups. The University recognizes that its creative activity is indispensable if its teaching is to have the relevance, freshness, and effectiveness expected of a distinguished institution of higher learning. The University holds that the term "research" applies to creativity in all fields. Imaginative originally, whether in the fine arts or in the sciences, is of a common character and significance in the overall intellectual life of the institution. The University of Iowa has a diverse and distinguished faculty, whose members bring outstanding backgrounds in research and education to their teaching assignments (many have been recognized nationally and internationally for their accomplishments).

9. Unique strengths of the graduate Program in Curriculum: Faculty (productivity, research-oriented, wide number of publications, many speeches and papers for conventions. Many faculty have established national and international reputation. Research (emphasis on inquiry, extensive research data available, reputation for research, national visibility). Their effectiveness as teachers is enhanced by their involvement in scholarly and scientific research). Curriculum (a core of required courses but also elective courses); students (placement and selection procedures. The University teaches out to all segments of society; it seeks students who are high achievers, yet at the same time it serves a broad cross section of students. International students from 95 foreign countries make up 5.5 percent of the University's enrollment), and environment (resources and environment). The University of Iowa provides a friendly, cooperative, and supportive environment. Faculty and students together create an environment for growth in learning and in research. The Iowa Center for the Arts provides the stimulus and setting for professional level theater, dance, and musical performance by students and faculty as well as by visiting artists from around the world. In athletics, the University of Iowa enjoy national recognition and enduring fan loyalty as leaders in football, basketball, wrestling, field hockey, swimming, and gymnastics.

10. Curriculum Research: Dr. Richard D. Kimpston (D.Ed Specialty: Secondary education with specialization in curriculum studies and social studies education). This authors has done between 1 to 5 curriculum research reports and publications in each of the following forms of curriculum inquiry: historical, ethnographic-naturalistic, theoretical, evaluative-normative, action research; and between 6 and 10 in scientific, integrative-review-synthesis. This author is researching the following problems at present time: "teaching of

writing to 'high school' secondary school age students". According to him, the program in curriculum studies at this university, is moving strongly away from empirical/analytic research to deliberative, ethnographic, phenomenological/hermeneutic, historical, etc. He prefers to prepare graduate students as curriculum researchers in four ways: 1) recommending his graduate students take a specific research methods course (i.e., CISY 8620 The domain of curriculum theory and research: Alternative paradigms and research methods); (2)putting the students in an overview course on different types of research methods; (3) asking the students to enroll in a research methods courses with only students in his own program; (4) asking the students to enroll in a research methods course that includes students from many different programs. For curriculum research students may apply to Graduate School, Foundations that offer grants, or the Center for Applied Research (n collaboration with public schools). Dr. Peters, Hlebowitsh (Ph.D. Specialty: Curriculum Theory and Development; Curriculum History; Educational Policy). 8 years of experience teaching curriculum research. Program: Curriculum and Supervision, department of Curriculum and Instruction. He has done between 1 to 5 research reports and publications in each of the following forms of curriculum inquiry: scientific, evaluative-normative, integrative-review-synthesis, and action research; between 6 and 10 in each of the following: philosophical, and historical,; and between 11 to 15 reports and publications focused in theoretical research. This author is researching at present time the following problem: "Historical Media Images of the School Curriculum". and he prefers to prepare his graduate students as researchers by initiating them into his research method while he is engaged in a specific kind of research; by asking the students to enroll in a research methods course that includes students from many different programs. He coincides with Dr. Kimpston in using other forms to prepare graduate students as researchers.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students mainly in the following areas: research design, research methodology, statistics, survey research, ethnographic/naturalistic, theoretical, evaluative/normative. For the academic year 1993-94, the following research courses are offered: 7E:337 Seminar: Research Models and Theory in Curriculum, 7P:143 Introduction to Statistical Methods, 7P:150 Introduction to Educational Measurement, 7E:392/393 Project or M.A Thesis; 7E:306 Seminar: research and Current issues (for specific curricular area: review of the literature, critical analysis of reported research, study of current issues and problems), 7E:391 Research Project (individual research projects in a specific curricular area), 7E:304 Seminar: Current Issues and Research in Elementary Education (major problems, research findings, current developments in instructional programs), 7E:306 Introduction to research in Art Education, 7E:405-406 Seminar: Art Education (analysis and evaluation of current concepts of child art and development, perception, creativity, art education; historical development of theories), 7E:250 Program and Research Problems in Science Education (critical analysis of research reports, philosophical statements, synthesis studies, issue statements that characterize graduate study in science education), 7E:258 Science Education: research and models and conceptual reviews), 7U:348 Contemporary Research in Behavioral Disorders (methods of research integration quantitative), 7E:493 Ph.D Thesis (similar courses applied different areas or specializations are offered by the Division of Curriculum and Instruction).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take specific research courses in consultation with the adviser, (for the M.A program typically 7P: 143 Introduction to Statistical Methods, and for a Ph.D student typically: 7P:257 Educational Measurement and Evaluation, or 7P:255 Construction and

Use of Evaluation Instruments, or 7P:150 Introduction to Educational Measurement) (2) initiate graduate students into the professor's research methods while they are engaged in a specific kind of research; courses with the same purpose are offered to the students, i.e., 7E:406 Research in Art Education (individual research under supervision; applicable to thesis preparation and to doctoral prospectus development), (3) put students in an overview course on different types of research methods and (4) ask students to enroll in a research methods course with students in different graduate programs of education. Number of curriculum research courses required for a Ph.D 4 courses and for a Master's 2 courses.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Iowa, January, 1993 - June, 1994

(1) Title: A COMPARISON OF VARIABLES ASSOCIATED WITH PERSISTERS/NONPERSISTERS OF HIGH SCHOOL GRADUATES AND GENERAL EDUCATIONAL DEVELOPMENT (GED) DIPLOMA HOLDERS
Author: KOTHENBEUTEL, NANCY C.
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 221
Advisor: RZONCA, CHESTER

Research Problem: The purpose of this study was to determine whether or not variables could be identified that discriminate between GED diplomaholders and traditional high school graduates who persist inpost-secondary educational programs through graduation and those whodo not persist. Independent variables were taken from the BasicSkills Tests and the Educational Planning Form of the Assessment ofSkills for Successful Entry and Transfer (ASSET).

The population utilized in the study was 410 students enrolled inthe career departments of Business Technologies, Data Processing,Agriculture Technologies, Health Sciences, and IndustrialTechnologies at Kirkwood Community College. The study spanned theperiod from the fall 1985 term through the spring term of 1990.

In addition to the descriptive presentation, a One-way Analysisof Variance was the primary statistical method of analysis used. Thisstatistical procedure was used to determine whether the pairs ofsample means differed by more than those which could be expected as aresult of chance. In those cases where the overall F ratios wassignificant, Scheffe's Post Hoc Test was used to determine allpossible contrasts and to make all possible comparisons among andbetween means.

This research found the following independent variables to besignificant: Age, Number of years of high school English, Last gradereceived in high school English, ASSET Language Usage Score, ASSETReading Skills Score, ASSET Numeric Skills Score, and First-TermG.P.A. These independent variables were positively associated withpersistence in post-secondary education for the GED diploma holder.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(2) Title: CURIOUS POSITIONS: EXPLORING TENSIONS AND RECIPROCAL INFLUENCES IN STUDENT TEACHERS' RELATIONSHIPS WITH THEIR COOPERATING TEACHERS
Author: GRAHAM, MARGARET ANN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 207
Advisor: MARSHALL, JAMES D.

Research Problem: The aim of this study is to advance our understanding of the nature and influence of the cooperating teacher/student teacherrelationship on learning to teach. A primary purpose is toconceptualize the multiple influences affecting each participant inthe relationship. Another is to explore the issue of power as itinfluences reciprocal learning and tensions within the relationshipand within the schooling culture.

Three case studies of cooperating teacher/student teacherrelationships are presented which trace the influences of personalhistories, school experiences, language, gender and systems ofauthority. Multiple data sources were collected including interviews,teaching/dialogue journals, classroom observations, planningconferences, and

artifacts such as recommendations and evaluations.Each case study describes the different backgrounds and expectationscontributing to the influences, the tensions, and breakdowns withineach cooperating teacher/student teacher relationship.
This study suggests two conclusions. First, the student teachingexperience is an occasion for the cooperating teacher as well as thestudent teacher to learn about how to teach. The informal andsustained nature of on-the-job learning indicates the fieldexperience as an effective inservice alternative to more formalprograms for experienced teachers. Second, central to tensions withinthese cooperating teacher/student teacher relationships is the issueof power as it is influenced by gender, school culture and systems ofauthority. We will only begin to understand more about the role ofpower in teacher development and school change when we begin to takemore of the institutional, social, and political realities ofteaching into account in research studies.
Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(3) Title: A STUDY OF THE ALTERNATIVE IDEAS OF COLLEGE STUDENTS ABOUT CHEMICAL EQUILIBRIUM AND THE EFFECTIVENESS OF USING THOSE IDEAS TO FOCUS INSTRUCTION
Author: LIEN, CHI-JUI
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 162
Advisor: SHYMANSKY, JAMES A.

Research Problem: Two phases of explorations were used to answer the following questions of this study: (1) What are the explanationsgiven and the conceptual categories held by non-science majorstudents in Taipei Teacher's College concerning chemical equilibrium?(2) What is the effectiveness of instructional activities whichtarget students' pre-existing ideas?
In the first phase, six students majoring in elementary educationwere interviewed. From these interviews nineteen misconceptions werecategorized into five classifications: the system of chemicalequilibrium, the nature of chemical equilibrium, the processes ofattaining chemical equilibrium, predicting the direction of attainingchemical equilibrium, and the application of the chemical equilibriumconstant.
In the second phase of this study two intact non-science-majorGeneral Chemistry classes (N = 70) were assigned to contrastinginstructional strategies: a "Challenge" strategy in whichinstruction focused on misconceptions about chemical equilibriumrevealed by the six students in the first phase of this researchstudy, and a "Lecture" strategy in which instruction followed thestandard textbook outline and no special effort was to made toaddress students' misconceptions.
Pre-post pencil-paper tests as well as an oral posttest weregiven to all the students. An analysis of covariance (ANCOVA) wasused to analyze these data. The results showed that students whoexperienced the challenge strategy showed a significantly greatermastery of chemical equilibrium related concepts when compared withstudents who experienced the lecture strategy (α = 0.05).
The results from the analyses of students' answers on the pre-and posttests more specifically showed that students who experiencedthe challenge strategy tended to do relatively better in four out ofthe five concept categories, including: the system of chemicalequilibrium, the nature of chemical equilibrium, the processes ofattaining chemical equilibrium, and predicting the direction ofattaining chemical equilibrium.
Forms of Curriculum Inquiry employed in this Dissertation: ethnographic.

(4) Title: AN ISLAND IN THE SUN: THE EDUCATIONAL ACHIEVEMENTS OF MRS. RUBY MIDDLETON FORSYTHE (FORSYTHE RUBY MIDDLETON, SOUTH CAROLINA)
Author: PARKS, MARGUERITE WORTH
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 239
Advisor: MCLURE, JOHN

Research Problem: An island in the sun: The educational achievements of Mrs. Ruby Middleton Forsythe, is an ethnographic study of an all-Blackone-room school at Pawley's Island, South Carolina. At the time ofthis study Holy Cross-Faith Memorial School was run by Mrs. RubyMiddleton Forsythe. Mrs. Forsythe taught elementary students of theBlack community for 64 years, from 1928 until her death in 1992.During my research periods in 1990 and 1991, the students' ages atHoly Cross-Faith Memorial School ranged from three-year-oldpre-school students through fourth graders, age ten. The school hadan average enrollment of 60 students.

An Island in the Sun does not attempt to generalize the academicachievements of Holy Cross-Faith Memorial to other schools. Instead,the paper attempts to look at the school, and its teacher, to examinereasons why many former students, parents and community membersperceived the school to have been educationally successful for thepast half century. Research is incorporated to evaluate the strengthsand weaknesses of Mrs. Forsythe's educational practices.

This paper isolates and explores several areas found to besignificant to the school: (1) the personality, professionalism, andhistorical training of the teacher, (2) the academic and moralcurriculum, (3) the community and parental involvement, and (4) thephysical aspects of the school (the one-room school house). Thispaper concludes that Mrs. Forsythe's personality, parental support,teaching methods and the academic and moral curricula weresignificant factors contributing to the effectiveness of HolyCross-Faith Memorial School.

Forms of Curriculum Inquiry employed in this Dissertation: ethnographic.

(5) Title: DIFFERENTIAL COURSEWORK OF STUDENTS WITH DISABILITIES IN HIGH SCHOOL: IMPLICATIONS FOR PERFORMANCE ON THE ACT ASSESSMENT
Author: SHOKOOHI-YEKTA, MOHSEN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 149
Advisor: RETISH, PAUL M.

Research Problem: The purpose of this study was to investigate whether completing more high school coursework results in higher achievementfor students with disabilities, compared to those with none, on theAmerican College Testing Assessment (ACT). Subjects included twogroups of examinees who took the ACT in 1991: (1) examinees with adiagnosed disability (N = 10835), and (2) a ten percent randomselection from examinees who took the regular scheduled ACTAssessment (N = 79,712). The data were collected by ACT in 1991 andincluded the School Course/Grade Information questionnaire.Demographics, types of disabilities, and grade classifications ofsubjects were presented. Credits were computed for each examineebased on the weighting system developed by ACT. Four way analysis ofvariance was applied, using the corresponding ACT scores as adependent measure and disability, credits earned, high school grade,and type of school as independent variables. In addition, multipleregression procedures were used to identify the unique contributionof each of the following variables in the prediction of thecorresponding ACT scores: gender, disability, high school average,high school grades,

credits earned, grade classification, and type ofschool. The results of this study indicated that high schoolcoursework completed was the best predictor only for the area ofMath; whereas for English and Science, high school average appearedto be a better predictor for groups with and without disabilities. Itseems that students learn Math primarily through school coursework;however, the other two areas--particularly English--are learnedthrough a number of other indirect channels. Math was also found tobe better predicted by the variables used in this study for bothgroups than English and Science. Furthermore, the group with nodisabilities appeared to be more predictable than the disabled groupin all three areas of study. Practical implications and suggestionsfor future research are offered.
Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(6) Title: COLLEGE BOUND/IMAGES: HOW STUDENTS PERCEIVE A PRECOLLEGE PROGRAM TO INCREASE THE POOL OF ETHNIC MINORITIES SEEKING COLLEGE ADMISSION AT IOWA'S REGENTS INSTITUTIONS
Author: HOAGLAND, SANDY, JR
School: IOWA STATE UNIVERSITY
Degree: PHD pp: 158
Advisor: ROBINSON, DANIEL C.

Research Problem: The purpose of this study was to examine how students who are academically marginal or academically at-risk perceive CollegeBound/Images as a precollege program to increase the pool of ethnicminorities seeking college admission at Iowa's Regents institutions.The study identifies factors associated with students' perceptions ofCollege Bound/Images as a precollege program to increase the pool ofethnic minorities seeking college admission upon high schoolcompletion in Iowa. The research was guided by 17 questions.
The second phase of the study involved a mailed questionnaire to450 ethnic minority students currently enrolled in the CollegeBound/Images Program. One-hundred fifty students were randomlyselected from each Regents institution (i.e., Iowa State University,the University of Iowa, and the University of Northern Iowa). Themajor areas were identified as factors significantly affectingstudents' perceptions of College Bound/Images as a precollege programto increase the pool of ethnic minorities seeking college admissionupon high school graduation. Regardless of gender, ethnic background,grade level, length of time enrolled, parents' educationalbackgrounds, college aspirations, and financial status, studentsperceived College Bound/Images as a precollege program able toincrease the pool of ethnic minorities seeking college admission.
The major reason that the perceptions of College Bound/Imagesparticipants considered academically marginal or academically at-riskwere highly positive was that the students perceived the precollegeprogram as an academically motivating vehicle.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(7) Title: ATTITUDES AND BELIEFS OF THE PORTUGUESE SECONDARY SCHOOL TEACHERS ABOUT THEIR WORK: SATISFACTION, DISSATISFACTION, AND BURNOUT
Author: SANTOS, FLORBELA L. DE SOUSA TRIGO
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 337
Advisor: FRISBIE, DAVID A.

Research Problem: This study describes the Portuguese secondary school teachers' attitudes and perceptions about their teaching jobs. Thestudy combines three bases to analyze teachers' reactions to theirjob experiences: (1) factors affecting their work satisfaction anddissatisfaction, (2) burnout, and (3) teachers' descriptions of theirteaching cultures. The purposes of this study were to bring forthadditional knowledge about the work of teachers in the Portuguesecontext and to assess the applicability of Herzberg's model of worksatisfaction.

Three instruments were designed and developed for this researchproject: (1) a personal data questionnaire, (2) a set of attitudescales, and (3) a questionnaire that permitted open-ended responses.Together the instruments formed a self-report questionnaire, thePortuguese Teachers Professional Factors Questionnaire (PTPFQ).Responses to the PTPFQ were obtained from a sample of 675 Portuguesepublic secondary school teachers from 25 schools in the Lisbonregional area.

Herzberg's theory of work motivation and Maslach'smultidimensional concept of burnout were the underlying theoreticalframeworks for the operationalized set of likert-type scales andsubscales that were designed. The principal components factoranalysis results tended to confirm the relative independence of theintrinsic work factors of teaching from the extrinsic work factors ofteaching.

Data from quantitative and qualitative methodological approacheswere analyzed and examined for convergence to similarinterpretations. The Cronbach's alpha reliability coefficients forthe four developed scales ranged from.73 to.77. Responsibility,achievement, and work itself were the intrinsic factors thatcontributed most to satisfaction and that were found to be actualsatisfiers. Salary, policies, status, and working conditions were theextrinsic factors that contributed most to the teachers'dissatisfaction. The results also indicated that 30 percent of thesampled teachers evidenced the presence of burnout.

This study provides further evidence of the theoretical soundnessand practical utility of Herzberg's theory in the educationalcontext. Moreover, it offers a cross-cultural test of itsapplicability.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(8) Title: EFFECTIVENESS AND EFFICIENCY OF CONCEPT ACQUISITION STRATEGIES ON THE LEARNING OF THE CONCEPT DIABETIC DIET EXCHANGES (MEMORIZATION)
Author: FISHER, JANICE ANN JOHNSON
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 203
Advisor: BRATTON, BARRY D.

Research Problem: The purpose of the study was to compare the effectiveness and efficiency of four concept acquisition theory-based lessons onthe mastery of the concept of diabetic exchanges. The four lessonswere: (1) Attribute Elaboration, (2) Self-Selected MemorizationSchema, (3) Revised Memorization Strategy, and (4) EmbeddedQuestions. Subjects were 64 volunteer non-professional employees at amidwestern VA Medical Center. A 4 x 2 x 2 ANOVA model was used tocompare four concept acquisition treatments with two practicesessions of varying length and content; and two testing sessions, animmediate and one-way delayed. The two-part posttests assessedeffectiveness by measuring recall and application at immediate anddelayed testing times. The posttests demonstrated strong reliabilityand validity indices. Treatments were administered via a slide-tapeformat in which subjects controlled the pace of the treatment andpractice session. Efficiency was defined as time in minutes tocomplete the lesson. For the recall test, significant effects weretesting session

(immediate vs. delayed posttest) and practice by timeinteraction. The only significant main effect for either the recalltest or the application test was posttest session. Each delayedposttest mean was significantly less than the immediate posttestmean, consistent with an expectation of decreasing retention. Inaddition, there was a significant interaction between practice andtesting session for the recall test. Lack of treatment main effectsfor cognitive measures suggests selection can be based on efficiency.Efficiency was significant for treatment main effect, with furtheranalysis indicating that the Embedded Refreshment Method took thelongest. Factors relating to minimal differences among treatmentswere small sample size, subject fatigue, difficulty of the testinginstrument, and failure to achieve a mastery level. Age of subjectswas not significantly correlated with cognitive or efficiencymeasures. Subjects from clerical occupations performed better thansubjects from manual occupations on all cognitive and efficiencymeasures as indicated by moderately correlated Point Biserialcoefficients ranging from.371 for recall to.381 for applicationmeasures. Further study of the relationship of job occupations andtreatments might further explain the lack of significant findingsobserved in this study.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(9) Title: THE ANALYSIS OF STUDENT ACHIEVEMENT AS MEASURED BY THE IOWA TESTS OF BASIC SKILLS SPELLING SUBTEST SUBSEQUENT TO THE IMPLEMENTATION OF A RESEARCH-BASED SPELLING PROGRAM
Author: KEARNS, PATRICIA HOSTERT
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 194
Advisor: LOOMER, BRADLEY M.

Research Problem: The review of the literature revealed the importance of educational excellence, curriculum development, teacher instruction,student learning, and student achievement as American schools enterthe 21st century. The areas of spelling achievement and spellingachievement by gender were cited for further study and investigation.

The emphasis of this study centered on the question of the gainsachieved as a result of the implementation of Useful Spelling: AResearch-Based Program. The generalizability of these gains wasmeasured by the Iowa Tests of Basic Skills Spelling Subtest. The ITBSSpelling Subtest was administered as a pretest in the fall, prior toinstruction in the Useful Spelling program. At the conclusion ofinstruction in the Useful Spelling program the following spring, theITBS Spelling Subtest was administered as a posttest.

Analysis of the data for the 4,279 subjects, grades two throughsix, concentrated on the relationship of the gain scores on the IowaTests of Basic Skills Spelling Subtest and the subjects' grade inschool and gender. Analyses were performed by grade, gender, andgrade controlled for gender.

The findings of the study were reported through the followingprocedures: the main analysis was discussed using a two-way analysisof variance (ANOVA), to reflect the gain scores (posttest - pretest)by grade and gender across time. The scores of male subjects versusthe scores of female subjects at each grade level were compared. TheTukey procedure utilized the standardized range (Q) distributions totest the significance of the gain scores for grade and gender.

Generally, average gains in student achievement do exist asmeasured by the ITBS Spelling Subtest following instruction in UsefulSpelling: A Research-Based Program for grades two, three, four, andfive. Gains do not exist for grade six. The data indicate a trend inthe mean of the gain scores. Less gain is produced as the grade levelincreases.

Gender does not reflect a significant difference across the totalpopulation. A significant difference does occur in the mean gainscores between male and female subjects in grade two only.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(10) Title: AN ASSESSMENT OF THE ENGLISH CURRICULUM IN SELECTED HIGH SCHOOLS IN THE NORTHEAST OF ZAIRE
Author: MBYIRUKIRA, JAMES BIGIRIMANA
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 179
Advisor: MCLURE, JOHN W.

Research Problem: The purpose of this study was to describe how English is taught in high schools in Northeast Zaire. The research was carriedout from May through July 1989. The survey included fifty teachers intwenty-five secondary schools. The data were anaiyzed using aStatistical Package for Social Sciences (SPSSX) to find thepercentages and frequencies of each response. The Pearson ProductCorrelation was used for analysis.

The results of this study indicated that the majority of Englishteachers were qualified, judging by their credentials. However, mostof the teachers reported poor knowledge in teaching literature, inthe use of simulations and games and an average knowledge in teachingwriting and oral proficiency. Seventy percent indicated goodknowledge in teaching grammar.

The research also revealed that the national examination thateach student has to pass in order to be accepted into college doesnot test writing and speaking. As school effectiveness is solelyjudged on the number of students who pass the national examination,teachers neglect to teach the two skills which are necessary forEnglish proficiency.

Furthermore, in-service programs for English teachers are rarelyconducted. Seventy percent of the teachers had never attendedin-service education due to lack of funds and staff to coordinate theprograms.

Based on the findings of the survey, the researcher proposed thefollowing recommendations: There is a need to supplement what thepresent form of examinations, particularly the national examinations,measure. The exams should measure all four skills, listening,speaking, writing, and reading. The exams should reflect the purposeof language teaching, which is overall language proficiency.

The Ministry of Education should establish an office in NortheastZaire in charge of designing and coordinating in-service programsbased on the teachers' needs. The trainees should be required toconcentrate on improving their English fluency and the new teachingtechniques.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Deliberative

(11) Title: A CASE STUDY ANALYSIS OF THE INSTRUCTIONAL TECHNIQUES USED DURING COOPERATIVE LEARNING ACTIVITIES CONDUCTED BY TWO TEACHERS
Author: VARELA DE FREITAS, CANDIDO MANUEL
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 287
Advisor: SCHOER, LOWELL A.; SHEPARDSON, RICHARD D.

Research Problem: The purpose of this study was to investigate how two

experienced and successful teachers, skilled in using cooperativelearning techniques, used such techniques in their classrooms duringthe 1991-1992 school year.
Although evidence overwhelmingly shows that cooperative learningis very effective in many ways, little is known about how cooperativelearning really works: it is very much a black box phenomenon.
To help unlock the black box a case study methodology was chosen.Two Iowa teachers, one from an elementary school and one from asecondary school, were interviewed and observed, over a 13 weekperiod. Audio records and field notes of all events were kept andorganized to build a case study database.
The analysis focused on: (a) giving background information, suchas the environment, the teachers' personal philosophy and experiencewith cooperative learning; (b) describing the instructionaltechniques, and (c) describing the organizational patterns of theircooperative classes.
Case studies allow for only limited generalizations. The findingsof these two case studies are not inconsistent with and in fact lendsupport to the following generalizations: (a) there is not a bestcooperative learning approach; (b) teachers adopting cooperativelearning have to be sensitive to the environment, flexible inscheduling and planning, and supporters of the students' individualself-responsibility; (c) there are clear differences betweencooperative learning in elementary and secondary settings, which haveimplications for teachers preservice and inservice training; and (d)it would be useful for instructional designers to respect the factthat cooperative learning is a growing trend and provide teacherswith adequate designs to be developed in schools.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(12) Title: A DESCRIPTIVE STUDY OF AFRICAN-AMERICAN, LATINO AND NATIVE NATION CONTENT IN MULTICULTURAL, MULTIETHNIC COURSES IN INSTITUTIONS OF HIGHER EDUCATION (NATIVE AMERICANS)
Author: WEBSTER, NIAMBI DYANNE
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 252
Advisor: MCLURE, JOHN; WEEMS, ROBERT

Research Problem: A major goal of multicultural education is for the total environment of a school to reflect a diverse curriculum and promoteequality for all students. The purpose of this study was to discoverwhether educators are concerned about multicultural education, and todiscuss what they are doing to develop multicultural and multiethnicresources, strategies and models.
A review of articles, multi-media, books and oral interviews wereexamined. One hundred ninety-three schools were randomly selectedfrom across the country to participate in a survey questionnaire.Preference was given to schools that had been exposed to the mediawithin the past three years, surrounding issues of diversity andmulticultural education. Forty-four schools responded and were usedin the study.
The survey questionnaire was developed based on the researchquestions addressed in the study. Data for the study was collectedfrom some of the respondents through telephone interviews.
This investigation underscores the need for a study to determinewhether schools are concerned about multicultural education. Theinformation and data reported from the respondents on thequestionnaire reflects a sampling of the total population of whatschools are doing relative to the number of students enrolled in eachinstitution. This study reveals that some schools across the countryare responding to the demands of the students, by providingmulticultural, multiethnic programs and courses for students whooften have been uninformed, and often out of ignorance havestereotyped African

Americans, Latinos and Native students whohistorically have been mis-educated, denied equal opportunities andlack information about their culture.
Educators must begin developing courses that pertain to theissues of diversity, educational pluralism, and writing books thatgive accurate and realistic portrayals of ethnic majority cultures.Institutions regardless of size must make institutional commitmentsto developing these courses and housing programs for all cultures,but specifically for historically underrepresented groups. Studentswill experience a multicultural educational experience when thecurriculum reflects the historical, social and cultural contributionsof African, and Latino American and Native Nation heritage.
Forms of Curriculum Inquiry employed in this Dissertation: Philosophical Deliberative Historical

(13) Title: SHARED DECISION MAKING TEAMS IN IOWA K-12 SCHOOL DISTRICTS: ROLES OF TEAM MEMBERS
Author: JOHNSON, PAMELA ADAMS
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 361
Advisor: SHEPARDSON, RICHARD D.

Research Problem: This study examined three Iowa shared decision making K-12 school district teams with specific focus on the roles played by teammembers in formulating decisions. In general, members includedsuperintendents, principals, teachers, school board members andschool support staff. All three teams had been functioning for atleast two years. Each of the three districts was part of a 27-memberNew Iowa Schools Network, a group of school districts engaged inschool transformation.
Data for these three case studies was obtained from threesources: (a) interviews with team members, (b) interviews with otherschool personnel, (c) participant-observations of decision-makingsessions, (d) minutes and/or artifacts generated by the teams.
Their roles in the decision-making process were likely to bedependent upon five factors: (a) the individual member's backgroundand current position within the school system, (b) the personalityand leadership style of the individual member interacting with thestyles of other team members, (c) the needs and status of individualmembers, (d) the perceived needs of the entire team, (e) the normsand customs established by the team. Results indicate that by theirsecond year of operation, these team members had moved beyondprotecting the special interests of the group they initiallyrepresented.
A list of thirteen recommendations for district-level oversightcommittees concluded the study. For example, teams were recommendedto utilize co-facilitators for committee meetings, and if at allpossible, the superintendent should not act as one of thesefacilitators. Teams were also advised against having district teammembers serve as facilitators of building or site-leveldecision-making teams. Other recommendations addressed issues such asresources, training, knowledge of the change process andcommunication with staff and community.
Forms of Curriculum Inquiry employed in this Dissertation: Deliberative

(14) Title: A STUDY OF THE RELATIONSHIP OF ESL STUDENTS' ENGLISH LANGUAGE PROFICIENCY AND WRITING EXPERTISE AND ITS IMPLICATIONS TO THE CURRICULUM OF TEACHING ESL WRITING
Author: CHEN, DAR-WU
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 195
Advisor: MCLURE, JOHN W.; CONNER, JOHN W.

Research Problem: There are two theories about ESL writings: (1) Students are mostly constrained by their inadequate English languageproficiency and unskilled writers pay rigid and premature attentionto avoid errors. (2) Students employ the same strategies as they doin the native language and English is an additive factor. UnskilledESL students are thought to apply an inefficient process of writing.This study examined ESL students' English proficiency and writingexpertise through a quantitative study of pauses and a qualitativestudy of subjects.

Five Chinese graduate students wrote two topics in both Chineseand English. The process of writing was videotaped and pausesmeasured and recorded. A post-writing interview asked each subject toassess the process and the product of the writing. Subjects alsodescribed what they were doing during long pauses.

Statistical analysis found significant difference betweenlanguages on measures of the process of writing. In English, subjectsexperienced more word level problems, paused longer and morefrequently, and spent more time pausing. Their writing methods inEnglish was basically no different from that in Chinese, thoughEnglish did hamper their efforts. Personal profiles were constructedto describe each subjects' writing behavior and their self-estimatesof performances. Qualitative study supplemented and helped interpretthe quantitative data. Through personal profiles we know that thoughstatistical analysis show subjects encountered more word levelproblems, words and grammar were only part of their concerns duringwriting.

The study found that subjects exhibited the same commitment toproduce a coherent text and applied the method they were mostfamiliar with. The second language problems impeded but did nottruncate their process of composition. The study also found that thefive subjects' intermediate level TOEFL scores did not have anevident connection to either the subjects' English writing methods,process, or performance. Personal attitude and methods of writing hadmore to do with them than language proficiency as measured by astandardized test.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Theoretical

(15) Title: MEDIA IN THE CLASSROOM: A STUDY OF FIVE TEACHERS (MEDIA EDUCATION, LANGUAGE SKILLS)
Author: FEHLMAN, RICHARD HENNING
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 230
Advisor: MARSHALL, JAMES D.

Research Problem: Since the turn of the century, there has been ongoing debate about the value of media as a school subject. During thattime, a good deal of research has addressed the need to study mediaand the question of whether that need is being met, but few studieshave focused on actual classroom practice to determine the value ofmedia there. Drawing on over twenty hours of teacher/studentinterviews and eighty hours of classroom observations, this researchreports the results of five case studies that attempt to describe howteachers taught about media in their classes.

The findings suggest that these teachers made this decision toteach media for similar reasons. They found media texts to bepowerful and important languages in their students' lives. Becausemedia were so relevant and affective, teachers felt their powerneeded to be studied. The findings also suggest that in addressingtheir students' need for media education, these teachers employedmethods which also met larger language education needs. For example,students were asked to bridge the gap between learning outside ofclass and formal learning in class as they integrated their priorknowledge of media with the knowledge gleaned from classroomexperiences. They were also encouraged to be active participants inthe learning process: interacting with media texts on various

levelsand in various ways, articulating their views and sharing them withtheir peers and teachers as they worked independently or incollaborative groups. Much of their participation, too, involvedintegrating viewing with a wide variety of other language skills.
In these classrooms, then, media study was both a necessary andlegitimate academic endeavor. Not only was it valuable in learningabout individual media and their power as language, but it wasequally important as the study of language itself.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(16) Title: INSTRUCTIONAL SCAFFOLDING IN CONTEXT: THREE CASE STUDIES OF WRITING INSTRUCTION (SCAFFOLDING)
Author: HOLTROP, STEPHEN DEAN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 257
Advisor: MARSHALL, JAMES D.

Research Problem: The literature on process writing instruction has tended to focus on classroom activities such as prewriting exercises,workshop groups, and writing conferences that either immediatelyprecede writing or immediately follow it. However, literature onclassroom discourse--though often not centered specifically onwriting instruction--has stressed to a much greater extent theoverall instructional environment in which learning takes place. Thepurpose of this study was to explore the nature of the instructionalcontexts for learning to write in process writing teachers'classrooms.
The method used was a case study of three self-described processwriting teachers at three different educational levels--junior highschool, high school, and college. Each teacher was observed forseveral weeks at the beginning of a writing course or unit.Observation of what these process writing teachers said and did asthey set up writing environments and regular interviews with bothteachers and students allowed comparison and contrast of teachers'perspectives and students' perspectives on specific writing events.Langer and Applebee's (1987) five components of instructionalscaffolding provided a lens through which to analyze and organizedata on teachers' roles in establishing contexts for learning towrite.
The scaffolding component that appeared most important toteachers and students alike was ownership. However, ownership seemedamong teachers and students in this study to have a variety ofinterpretations ranging from students' acceptance of a teacher'srules to generous amounts of choice and enjoyment. The scaffoldingcomponent least apparent in teachers' thinking and speech as they setup new contexts was internalization. Finally, the five componentsseemed inextricably interwoven in these classrooms as teachersattempted to balance tensions among and between components.
Instructional contexts, therefore, appear to be important forconsistent and integrated writing instruction. Successful processteaching seems to require a philosophical shift on the part ofteachers rather than simple adoption of new methodologies. Theoverall context in which writing occurs helps shape the messagesteachers send and students receive about teachers' attitudes,expectations, and support structures.
Forms of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic.

(17) Title: THE EFFECTS OF POINTING ON THE RECALL OF SPATIAL INFORMATION IN COMPUTER-ASSISTED INSTRUCTION (DUAL CODE THEORY)
Author: DOCKERY-JACKSON, JOSEPH J.
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 178

Advisor: ALESSI, STEPHEN M.

Research Problem: Pointing with a computer mouse or arrow keys is a common computer-user interface. This study investigated the interferenceeffects from pointing with a computer mouse or arrow keys in acomputer lesson when pointing was unrelated to the lesson's content.Three components of pointing were postulated: orienting (determiningthe relative positions of cursor and target); monitoring (successiveiterations of orienting, response selection, and response executionto close the gap between target and cursor); and amount ofkinesthetic movement (arrow keys versus computer mouse). Based uponPaivio's Dual Code and Wickens' Multiple Resource theories, it washypothesized: that each component of pointing would have anindependent interference effect when pointing was visual; that theorienting and monitoring components of pointing would produce similareffects when pointing was aural (matching the pitch of target andcursor tones); that the movement component of pointing (using acomputer mouse) would produce an independent interference effect whenthe pointing was aural; and that, for each component of pointing,there would be a greater interference effect if pointing was visual.

One hundred and ninety-eight college students served as subjectsin a 2 (presentation mode: visual or aural) by 4 (component ofpointing: none, orienting, monitoring or movement) completelyrandomized factorial design. Two dependent measures were compositePost-test (List Recall, Map Recall, and Multiple Choice Test) andSpatial Subtest (Map Recall and eight spatially related MultipleChoice questions). Results did not differ by dependent measure.

Both visual and aural pointing interfered with recall of passageinformation, although the study failed to find an independentinterference effect for each component of visual pointing. Theorienting and monitoring components of aural pointing did produceequivalent levels of interference. No support for an independentinterference effect from kinesthetic movement in pointing was found.Finally, no differences were found in the interference effects ofvisual versus aural pointing for any of the components of pointing.It is suggested that instructional designers avoid concurrentpointing tasks which are unrelated to the content of a lesson bymaking pointing tasks sequential to the presentation of instructionalmaterial or pre-positioning the cursor.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(18) Title: TALKING ABOUT READING: AN EXPLORATION OF MEANING CONSTRUCTION BY LESS-PROFICIENT READERS DURING BOOK SHARING SESSIONS (READING DISCUSSIONS)
Author: BEED, PENNY LYNNE
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 218
Advisor: ROLLER, CATHY M.; FIELDING, LINDA G.

Research Problem: The purpose of this study was to describe the Book Sharing Sessions of less proficient readers through a systematic examinationof the participation structures, the content, and the role of theteacher in the sessions. The participants were 10 children in anelementary school who routinely attended daily 25-minute specialreading classes in three groups. Their reading program consistedprimarily of selecting and reading texts individually, conferencingwith the teacher individually, and then sharing and discussing thetexts with their peers in Book Sharing Sessions. For this study, theintact groups of children were classified according to theirdemonstrated ability to find new ways to present or respond to booksduring Book Sharing. The three groups were called Initiators, Mixed,and Noninitiators. I was the special reading teacher in the

study.Transcripts of audio tapes of the children's Book Sharing Sessionswere analyzed. The findings suggest that the structure provided bythe sharing session routine enabled all of these students to sharetheir books adequately enough to evoke discussion. The discussionsshowed more balance in participation than traditional discussionshave shown. The discussions followed a pattern of short typical"Question-Answer" interchanges, punctuated by longer interactions oftwo types. Topics of conversation focused primarily on book content,especially in the Initiator group. However, there was talk, primarilyin the Mixed group, about personal connections to the books, andtalk, mostly by the Noninitiators, about predictions and "What if"issues. All groups demonstrated use of the full range of thinkingskills. As the teacher, my major strategy was participation, whichinvolved modeling. Findings suggest that I was guided by response tothe groups in my teaching strategies. The implications are that thisinstructional context provides at least as many opportunities astraditional lessons for less proficient readers to develop skill andinterest in reading.

Forms of Curriculum Inquiry employed in this Dissertation: Deliberative Action

(19) Title: THE EFFECTS OF SPACING A SCIENCE UNIT ON SOUND ON THE CONCEPTUAL UNDERSTANDING OF EIGHTH-GRADE STUDENTS AS EVALUATED THROUGH CONCEPT MAPS (SOUND UNIT)
Author: COUNTRYMAN, LYN LE
School: THE UNIVERSITY OF IOWA (0096)
Degree: PHD pp: 182
Advisor: SHYMANSKY, JAMES A.

Research Problem: In 1989, the National Science Teachers Association proposed a new "Scope, Sequence, and Coordination (SS & C)" for grade7-12 science. Instead of studying science in one-year packages ofphysics, chemistry, biology, and earth/space science, proponents ofSS & C proposed that students study each of these disciplines everyyear. The idea that students can learn and retain new material betterif they study it in spaced intervals rather than all at once providedthe focus for this study.

There is a base of psychological research demonstrating thepositive effects of "spaced" practice on recall and recognition, butfew of these situations parallel the type of instruction that occursin the science classroom. The research study which follows comparesthe effects on conceptual understanding of eighth graders when athree-week sound unit was spaced as opposed to the same materialpresented all at once to the control group.

Eighth grade students were randomly assigned to an experimentalor control group. The experimental group experienced a three-weeksound unit in distinct one-week packages each separated by a week ofunrelated material. In the control group, the sound unit wasexperienced as an intact three-week unit. All activities on anindividual concept were presented together.

Students were asked to construct concept maps after each week ofstudy in both the experimental and control groups. These maps wereused to evaluate levels of students' conceptual understanding. Thequality of each concept map was assessed by weighting each validproposition according to an acquisition level (1-4) and summing thesenumbers to obtain a weighted total. The total number of validpropositions and the weighted total for each group were comparedusing a standard t-test. Although there were no significantdifferences between the concept maps of the control and experimentalgroup, students in the spaced group reported favorable attitudestowards the spaced curriculum.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(20) Title: A STUDY OF PERCEPTIONS OF THINKING USING THE LOOMER 'COMPONENT ELEMENTS OF THOUGHT PROCESSES' (THOUGHT PROCESSES)
Author: BOSTON, RICHARD ALLEN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 179
Advisor: LOOMER, BRADLEY

Research Problem: The focus of the study was to investigate the perceptions of thinking by students in grades 9-12. The instrument used tomeasure the students' perceptions of their thinking was developedfrom the Loomer Component Elements of Thought Processes. TheComponent Elements of Thought Processes was constructed from termsfor thinking extracted from various articles reported in the Reviewof Educational Research.

The instrument was given to 736 high school social studiesstudents. The students responded to each item on the instrument byselecting from a range of responses. The responses ranged from avalue of 5 for 'it does not apply to me' to a value of 1 for 'I dothis constantly'.

The data were analyzed using an exploratory factor analysisdesign. The results indicated that the 143 variables were appropriatefor a factor analysis.

After 5 factors were extracted for the 143 variable set, theloadings were rotated using the varimax rotation method. The rotationidentified 73 variables which loaded on the 5 factors at a modest(.40) or higher level. Seventy variables loaded with such a lowcorrelation on any of the 5 factors, they were omitted from the finalsolution.

There were five basic findings of the study. The first findingwas the data was suitable for factor analysis. Secondly, a fivefactor model and only 73 variables out of the 143 variables seems tobe the best fit for the data. Thirdly, the variables which definedthe 5 factor model were identified. Fourthly, the students'perceptions of their thinking, as measured by the factors, indicateda more frequent use of visualization and the use of prior knowledgethan any orderly thinking strategies. Lastly, the instrument wasreliable.

The five factors identified were labeled: Factor One--OrderlyStrategies of Thinking, which contained 24 variables; Factor Two--Useof Knowledge, which contained 22 variables; Factor Three--RandomAspects of Thinking, 17 variables; Factor Four--Visualization ofThinking, which contained 7 of the variables; and Factor Five--Use ofLanguage, contained the 3 remaining variables.

Forms of Curriculum Inquiry employed in this Dissertation: phenomenological.

(21) Title: IMPACT OF COGNITIVE AND METACOGNITIVE STRATEGIES ON MATHEMATICAL PERFORMANCE AND ATTITUDES OF ADOLESCENTS
Author: CHMELICEK, BETTE ANN
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 110
Advisor: BRATTON, BARRY D.; SCHOEN, HAROLD

Research Problem: Differences in mathematical performance are pronounced at the beginning of the first grade and continue to widen during thestudents' school years. Attitudes and skills influence these outcomesof learning. The purpose of this study was to evaluate theeffectiveness of a homework strategy on mathematical attitudes andachievement of adolescents. The subjects were 154 geometry studentsin two small, private schools in the Midwest. The treatment groupswere encouraged to spend 30 minutes studying for each class meetingduring an eight-week period. The experimental groups were givencredit for their use of cognitive and metacognitive strategies.Cognitive

strategies include activities that usually help in learningfacts, concepts, and relationships among these. Metacognitivestrategies include monitoring and controlling the cognitivestrategies. The experimental groups spent part of their homework timeperforming these strategies, such as reviewing, studying sampleproblems, and monitoring their own understanding. They spent the restof their homework time performing homework problems. The controlgroups were only given credit for the number of homework problemsthey completed correctly. These control groups completed about fiftypercent more homework problems than the experimental groups. Oneachievement test was administered midway through the treatment. Asecond achievement test and an attitude survey were administered atthe completion of the eight weeks. The data revealed no significantdifferences between the treatment groups on the achievement tests orthe attitude survey. An analysis of the attitude survey by gender didreveal significant differences, which generally favored the males.Perhaps, in order to produce a measurable effect, cognitive andmetacognitive strategies must be emphasized during the entire course,both during class and homework.

Forms of Curriculum Inquiry employed in this Dissertation: scientific.

(22) Title: EFFECTS OF HYPOTHESIS GENERATION STRATEGY AND COMPLEXITY ON AN INSTRUCTIONAL SIMULATION (CAI)
Author: QUINN, JAMES
School: THE UNIVERSITY OF IOWA
Degree: PHD pp: 212
Advisor: ALESSI, STEPHEN M.

Research Problem: Little research has been conducted on the design and use of instructional process simulations. When using process simulations,learners typically generate and test hypotheses about the phenomenonbeing simulated. This study investigated the effects of twohypothesis generation strategies. The first strategy requiredsubjects to generate as many hypotheses as possible before anyexperimentation. The second strategy required subjects to specify themost plausible hypothesis and then begin experimentation. The studyalso investigated the relationship between hypothesis generationstrategies and task complexity, and the effects of task presentationformat, in this case breaking the overall task into subtasks ofincreasing complexity.

One hundred and seventy-eight subjects were assigned to sixtreatment groups. Groups 1 and 2 began investigating the simulationat the low level of complexity and then proceeded to moderate andhigh levels of complexity. Group 1 was assigned a multiple hypothesisstrategy and Group 2 was assigned a single hypothesis strategy.Groups 3 and 4 were assigned a multiple and single hypothesisstrategy respectively, but began investigating the simulation at themoderate level of complexity and then proceeded to a high level ofcomplexity. Groups 5 and 6, assigned a multiple and single hypothesisgeneration strategy respectively, began investigating the simulationat the high level of complexity.

The study produced three main findings. First, there was aninteraction between hypothesis generation strategy and taskpresentation format. The strategy of breaking the overall task intosubtasks of increasing complexity did not increase the proportion ofsubjects who completed the entire task successfully, but did improveperformance for subjects using a multiple hypothesis strategy on asubtask of low complexity. When task complexity was low, subjectswere more likely to use a multiple hypothesis strategy. Second, amultiple hypothesis strategy was effective when used in the contextof a variable that behaved in a counter intuitive manner. Third, whentask complexity was low, subjects assigned a multiple hypothesisstrategy were more likely to evaluate output from the simulationagainst several hypotheses simultaneously to eliminate hypotheses.

Form(s) of Curriculum Inquiry employed: Scientific.

(23) Title: PHILIP GREELEY CLAPP: THE LATER YEARS (1909-1954) (CLAPP PHILIP GREELEY, COMPOSERS)
Author: CALMER, CHARLES EDWARD
School: THE UNIVERSITY OF IOWA Degree: PHD pp.446
Advisor: CRANE, FREDERICK

Abstract: Philip Greeley Clapp (1888-1954) was an American composer, pianist, conductor, teacher, and critic whose career spanned thefirst half of the twentieth century. He was born in Boston, where histalent was early recognized and encouraged by prominent localmusicians. His doctoral music study at Harvard University (Ph.D. in1911) included two years of study abroad, partially under thetutelage of Max von Schillings. Following his return to Boston, heenjoyed the detailed criticism and support of Karl Muck, thendirector of the Boston Symphony. Clapp's teaching positions includedchairing the music departments of Dartmouth College (1915-19) and TheUniversity of Iowa (1919-54).

This study presents a detailed biography of the adulthood ofClapp. It completes my previous biographical study, Philip GreeleyClapp: The Early Years (1888-1909) (M.A. thesis, The University oflowa, 1981). Whereas the earlier study contains a discussion of allcompositions completed during that era, this present volume containsonly biographical information. This study makes extensive use of original source material, suchas personal mementos, diaries, and letters, which were made availableto the author by the composer's two wives. Additional material wascontributed by former students and colleagues. The six chapters are organized into the periods of 1909-14,1914-19, and then by decade. The majority of the text deals with thetime Clapp chaired the music department at The University of Iowa(1919-54). Particular attention is given to Clapp's philosophy ofmusic education as he expressed and practiced it in the curriculum ofthe music program at the University.

Forms of Curriculum Inquiry employed in this Dissertation: Historical Theoretical

(17) THE UNIVERSITY OF MICHIGAN
Public coed university

The University of Michigan is one of the world's most highly regarded universities. Its dedication to the goal of excellence in education is shared by the School of Education, which consistently wins high ratings for its programs of study and research. In some measure, the School's reputation derives from the University's unique and historic relationship to public education.

A commitment to education can be traced to the first charter of the "University of Michigan," approved by the territorial government in 1817, that initially gave the University control over the state's entire system of public instruction. Although this arrangement was changed, the links between the University and the state's schools were firmly established. They have remained strong through the years.

Today, the primary purposes of the University of Michigan School of education are to advance educational knowledge and to improve educational practice. Faculty members and students strive to remain in the forefront of educational change through their research contributions, instructional activities, collaborative involvement with the education profession, and other service. School of Education faculty members believe that the educational development of all people is of paramount importance for the growth of a free, just, and productive society.

The Graduate School: Unique Features

1. Enrollment: 36,543 graduate, professional and undergraduate students (13,422 matriculated graduate/professional students (5,550 women), O part time.

2. Graduate Students and faculty groups: Students: 6,938 full-time (2,887 women) O part-time includes 874 minority (369 African-American, 260 Asian-Americans, 216 Hispanics, 29 Native Americans), 1,624 internationals. Education students: 278 full-time (178 women), 0 part-time; includes 44 minority (23 African-Americans, 6 Asian-Americans, 12 Hispanics, 3 Native-Americans), 17 internationals. Graduate faculty: Total of 3,374 faculty members. 2,723 full time 651 part-time. Education faculty: 59 full time (22 women) 0 part-time.

3. Tuition: $ 7528 per year full time and $ 4178 part-time for state residents; $ 15,690 per year full-time, $ 8708 per year part-time for non-residents. Fees of $ 285 per year (full time), $ 163 per year part-time.

4. School Programs: The School of Graduate Studies includes programs in the College of Engineering; Literature, Science, and the Arts; Institute of Public Policy Studies, Art, Education, Information and Library Studies, Nursing, Architecture and Urban Planning and other programs. Degree Programs in Education: Curriculum Development, early Childhood Education, Early Childhood Special education, educational Administration, Educational Foundations and Policy, Educational Technology/Computers in Education, mathematics Education, Reading and Literacy, Research, Measurement, and Evaluation, School Learning, Science Education, Secondary Teacher Certification (Master plus certification, MAC), Social Studies Education and Special Education.

5. Degrees Offered: Doctorates (Ed.D. and Ph.D.), Master's (Master of Arts -M.A, and Master of Science-M.S) and other advanced degrees (Educational Specialist - Ed.S.).

6. Requirements for Admissions: official transcripts from each previous institutions (at least B average), GRE scores (at least 1,000 on the verbal and quantitative areas), Statement of

Purpose, 3 letters of recommendation, (Secondary Coursework Evaluation required to MA/C applicants only). TOEFL scores is a requirement for non-English speaking natives.

Dr. Patricia A. Natalie, Coordinator, Student Services
Graduate School of Education
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610 East University Avenues
Ann Arbor, Michigan 48109-1259
Phone: 313-764-8408

7. Requirements for Graduation: The MAC Program provides an opportunity to earn a Master of Arts degree in Education with secondary teaching certification in the state of Michigan. Through a collaborative planning process involving the public school supervising teachers, university faculty, and students, experiences are tailored to meet the needs of each cohort student. coursework is for 36-hour program and must pass both a basic skills examination and an examination in each appropriate subject area in which they are to be certified (Michigan Test for Teacher Certification). The M.A and the M.S: careful program planning is required to complete such a course of study (minimum of 30 credit hours beyond the bachelor's degree). Doctoral Programs: must take a minimum of 60 credits hours beyond the bachelor's degree (most students who do doctoral work take far more than this minimum) and is for those students whose primary interests focus on research whether quantitative or qualitative in emphasis, therefore, the completion of a dissertation or research study is a requirement, some programs require preliminary examinations; all students must elect 990 for comprehensive qualifying examinations.

8. Doctoral degrees awarded: 1,128 doctorates in 1993.

9. Student services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. Graduate Housing: rooms and/or apartments- available to single students (750 units) at an average cost of $ 2438 per year (4482 including board); available to married students (1650 units) at an average cost of $3800 per year.

10. Financial aid: In 1993 , 4,649 Fellowships, 1,759 research assistantships, 2,001 teaching assistantships awarded. Full and partial tuition waivers, federal work-study, institutionally sponsored loans, and career-related internships or fieldwork available are usually awarded through the graduate School and through academic departments. In the School of Education, this past year (1993) education students received a total of $539,003 in aid, 123 fellowships, 82 research assistantships, 56 teaching assistantships awarded.
Graduate Student Financial Aid Resources for 1994-95: Graduate Student Assistantship, Marguerite Wilker Johnson Fellowship, Michigan Schoolmaster's Club Award, Prechter Scholarship in Reading, Literacy and Language, School of Education Fellowship, School of Education Merit Award, Teacher Preparation Merit Scholarship, diverse Fellowships, Loans and Scholarships.

11. Research facilities: Hatcher Graduate Library plus 35 additional on-campus libraries; total holdings of 6,133,171 volumes, 3,472,083 microforms, 67,530 current periodical subscriptions. Access provided to on-line bibliographical retrieval services.

12. Computer facilities: IBM ES/9000 Model 720, Apple Macintosh. Personal computer on campus linked to Internet, AutoNet, NSFNET, SprintNET.

Purpose, 3 letters of recommendation, (Secondary Coursework Evaluation required to MA/C applicants only). TOEFL scores is a requirement for non-English speaking natives.

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12. Computer facilities: IBM ES/9000 Model 720, Apple Macintosh. Personal computer on campus linked to Internet, AutoNet, NSFNET, SprintNET.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: information non-available. Faculty: 48 full-time (19 women), 0 part-time.

2. Name of the Unit: School of Education, Programs in Educational Studies

3. Faculty member contact: Dr. Patricia A. Natalie, Coordinator
1033 School of Education Building
The University of Michigan
610 E. University, 1225 SEB
Ann Arbor, MI 48109-1259
Phone: (313) 764-7563 FAX: 313-763-1229

4. Name of the Program that focuses on Curriculum Studies: offerings include Curriculum Development (A.M, Ph.D, Ed.S) accredited by NCATE.

5. Departmental requirements: for entrance: GRE general test. Degree requirements: Master's: a student must complete all graduate work within 6 consecutive years from the date of first enrollment in the program. Doctoral degrees require a student, with adviser approval to complete cognate courses that have a functional relationship to the student's scholarly and professional goals, that enlarge the students' knowledge pertinent to the program of study, and that broaden the students' cultural background. Doctoral students must complete a minimum of 18 hours of course work on the Ann Arbor campus before achieving candidacy and have a maximum time limit of 7 years to complete doctoral degree requirements. All take core, cognate, and specialization courses and are required to pass a qualifying examination prior to writing their dissertations under the direction of a 3 person faculty committee. Approval of Dissertation required.

6. Doctoral degrees awarded: 20 doctorates in Curriculum Development (1993-94).

7. Primary Goals of the Program: The broad foci of the Program in Educational Studies (ES) include scholarly inquiry into the educational development of the individual; the teaching-learning process; organizational and administrative theory in education; historical, social, and philosophical foundations of education; and policy analysis and formation. The program offers sequences leading to the M.A, M.S, and Ed.D. and the Ed.S. The doctoral specializations are intended for educators who aspire to leadership positions that emphasize curriculum development or curriculum supervision and for persons interested in research, postsecondary teaching, or positions within school districts or departments of education. They also prepare graduates to serve as specialists for administrative roles in schools and other educational agencies as well as leaders for policy positions in government, foundations, or universities.

8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduates; national leader in funded curriculum research; curriculum research publications and curriculum and Instructional characteristics. In scholarship, the School of education incorporates the spirit of inquiry essential to the generation and effective use of knowledge about education. By examining both substantive and methodological problems in education, constructive responses are developed from a research base. These responses are communicated to the profession and the public through various publication media, teaching, and professional participation. They are intended to influence both policy development and practice. Faculty members and students work with scholars from numerous related fields and with practitioners of many backgrounds and interests who are committed to education. The curriculum program is strongly committed

to the increasingly complex task of educating and training teachers. At the same time, it is also strongly committed to preparing students to meet a broad spectrum of other educational needs and opportunities throughout the world.

9. Unique strengths of the graduate Program in Curriculum: research (emphasis on inquiry, reputation for research, national visibility, extensive research data available); faculty and students (productivity, networks, research oriented, diverse interests and backgrounds); curriculum (interdisciplinary). This program is also recognized for the quality of environment (resources, academic life, libraries). In teaching, the School of education provides a learning environment emphasizing informed inquiry, multicultural opportunity, attention to individual differences, and commitment to lifelong learning. High priority is placed on the educational growth of students and on enhancement of their potential qualities. The teaching learning process emphasizes the interaction of the following elements: leadership development, scholarship inquiry, experience in field or clinical settings, varied instructional techniques, effective use of technology, and learner responsibility.

10. Faculty Research: diverse forms of curriculum inquiry in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Diverse courses are offered this year at Michigan University, Graduate School of Education, Curriculum Studies Program: (623) Research on Literacy (analyzing past and current research literature), (624-625) Research in Science Education (critically examines research on elementary and secondary science, emphasizing applications to doctoral research studies), (635) Research in Social Studies (critical analysis and examines areas of needed research and appropriate research methodologies), (655) Directed Research in Educational Studies (master's and doctoral research projects), (685) Directed Research, (695) Research and Educational Practices (review a variety of research studies and interpret techniques used), (699) Implications of Research on Effective Instruction and Classroom Learning (ways in which research on teaching and research on school learning can be integrated), (703-704) Seminars: Research on Reading and Writing Instruction (critical analysis, implications for constructing models), (705) Seminar Designing and analyzing Field Research (covers multivariate procedures suitable for analyzing surveys, field research studies or program evaluations), (706) Seminar: Issues in Research on Literacy (contemporary issues), (794-795-796-797) Quantitative Methods in Educational Research for Experimental and for-Non Experimental Research (statistics, research design for the dissertation), (801-802) Directed Research in Educational Studies (predissertation research experience), (845-846) Seminar: Research Methods in Educational Foundations and Policy ("state-of-the-art" research in history, philosophy), (855-56) Seminar: Research Methods in Educational Administration (surveys, reviews of some exemplary research, critique of research designs, preparing dissertation proposals or research paper), (915) Dissertation Research Seminar in Curriculum and Teaching (guidance and discussion of dissertation research projects and proposals).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take research courses which include alternative paradigms and research quantitative and qualitative methods.(2) put students in overview courses on different types of research methods (3) ask students to enroll in a research methods course with students from different programs. Graduate students are integral members of the School research teams pursuing answers to complex problems. These mentorship experiences have resulted in conference presentations at annual meetings of the National Association for Research in Science Teaching and the American Research Association, and in publication in top educational research journals.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Michigan, January 1993 - June, 1994

(1) Title: THE INTERACTION BETWEEN A COLLABORATIVE WRITING INTERVENTION AND THE DEVELOPMENT OF SCIENCE UNDERSTANDINGS IN A NINTH-GRADE CLASSROOM
Author: KEYS, CAROLYN WALLACE
THE UNIVERSITY OF MICHIGAN Degree: EDD p: 306
Advisor: VOSS, BURTON E.

Research Problem: The purpose of this study was to investigate how a collaborative report writing intervention facilitated the developmentof scientific reasoning skills and concept knowledge for six ninthgrade students. The study focused on: (1) how students usedscientific reasoning skills and collaborative interactions to supportcomposition, (2) how these processes changed over time, (3) howcollaborative products changed over time, and (4) whether scientificunderstandings developed during collaborative writing were integratedinto the knowledge base of individual students. The research designwas an interpretive case study. Three sections of general scienceclasses participated in writing ten investigation reports based ontheir laboratory activities over a four month period. In-depthresearch was conducted with three target student pairs. The authorand classroom teacher designed report guideline prompts to scaffoldstudents' use of relevant scientific reasoning skills. Data analysisof target pairs' discussion resulted in the emergence of elevenreflective scientific reasoning skills that students used in anintegrated manner to assess their prior understandings of scientificevents, generate new understandings, extend their understandings, andto support the cognitive processing which writing requires.Participant pairs used five types of collaborative interactions tofacilitate report writing including: sounding board, in whichmeanings and text were proposed; debate, in which the merits of ideaswere evaluated; peer teaching, in which one member shared informationwith the other; incorporation, in which text was jointly composed;and supplies answer, in which one pair member dictated the text.Improvement in the use of reasoning skills over time correspondedwith group members taking a more active role in the discussionprocess. Data for individual concept knowledge indicated that threeof the six target participants developed large and richly linkedknowledge structures, two students demonstrated moderate growth, andone student demonstrated little growth during instruction whichincluded collaborative writing. This study provides evidence that acollaborative writing intervention was useful for promoting theconstruction of science understandings and that it fostered students'use of scientific reasoning skills.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(2) Title: SELF-CONCEPT AND CAREER MATURITY OF URBAN VOCATIONAL AND TRADITONAL HIGH SCHOOL STUDENTS (VOCATIONAL STUDENTS)

Author: FINCH, BARBARA HUGHES ALLEN
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 212
Advisor: HARRISON, DON K.

Research Problem: High school students are expected to make important decisions about career options. At the same time, their counselorsare faced with the need for more information and resources to helpstudents in this process more effectively. Using Super's Theory ofVocational Development, this study presents findings on some of thecharacteristics of students who select vocational-technical trainingand those who do not. Specifically, self-concept and career maturityattitudes are compared. These findings should help counselors,educators, and others.

Five hypotheses were examined to determine if differences andrelationships exist in levels of self-concept and career maturity.Additional dependent variables assessed include grade point average,parents' occupations, post-secondary plans, and reasons for enrollingor not enrolling in the vocational-technical centers. The TennesseeSelf-Concept Scale, the Career Maturity Inventory, and a GeneralStudent Information Survey were used to gather data. The sampleconsisted of 139 students from grades ten through twelve enrolled atDetroit Southwestern High School. These students were divided intothree groups: (1) vocational students, those who chose vocationaltechnical training, (2) those who were eligible for vocationaltraining but chose not to attend, and (3) those who were ineligiblefor admission. Two types of statistical procedures (i.e., descriptiveand inferential) were used to analyze the data. Inferentialprocedures (e.g., T-Test, ANOVA, correlation, and chi-square) wereemployed to test all relevant hypotheses at the.05 level ofsignificance.

The major findings revealed that traditional students manifestbetter self-concept attitudes than do vocational students, and thatvocational and eligible traditional students have attained a higherlevel of career maturity than have ineligible traditional students. The basic conclusion drawn is that self-concept and careerdevelopment play an important role in the total growth anddevelopment of individuals. However, this study does not conclude howthese processes affect the curriculum and career choices of students.Self-concept and career maturity may not influence the choices of thestudents, but they may help indicate characteristics that influencecareer choice.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(3) Title: COLLABORATIVE MOMENTS: AN ACCOUNT OF RESEARCH AT THE DEWEY CENTER FOR URBAN EDUCATION, JAMES COUZENS (COMMUNITY) SCHOOL (JAMES COUZENS (COMMUNITY) SCHOOL, URBAN EDUCATION, MICHIGAN)
Author: PHILION, THOMAS RICHARD
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 164
Advisor: GERE, ANNE RUGGLES

Research Problem: During the 1990-91 school year, I undertook an educational research project at the Dewey Center for Urban Education. My projectwas an experiment in collaboration. I wanted to plan with an upperelementary school teacher a whole language approach to reading andwriting; through a dialogue about curriculum and teaching methods, Ihoped to help a traditional teacher to evolve her approach to theteaching of reading and writing.

My dissertation consists of four essays which examine theexperiences I had as a researcher in Room 200. Using a theory ofoppositionality developed by Ross Chambers, I describe how myassumptions about the nature of my research project changed as aresult of my encounters with oppositional discourse. In my firstessay, I show how I altered my approach to my project as a result ofmy recognition of the different expectations that my cooperatingteacher, Mrs. Jeanetta Cotman, had for our project. In my second andthird essays, I illustrate how two different groups of students wereable to use words to shift the privileged assumptions about teachingand learning that I brought with me to the Dewey Center. In my lastessay, I write a history of the James Couzens (Community) School, thesite of my research project. I situate my actions in Room 200 withina larger historical context and reflect upon the relationship betweencollaboration and oppositional behavior.

The argument I make in each of my essays is that collaborationought to be conceived as "difficult" in nature. Contemporary literacyresearchers, I suggest, often present their collaborative experiencesin such a way that the difficulty of cross-cultural communication isunderexamined. I take the position that collaboration ought to bedisconnected from the idea of consensus and instead connected to theability to read incommensureability. While the identification withand understanding of discourses different from one's own can produceanxiety, I contend that it is in the best interest of educators toexplore with students and each other alternative perspectives.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical Deliberative

(4)Title: THE USE OF WRITING AS A MEANS OF TEACHING EIGHTH-GRADE STUDENTS TO USE EXECUTIVE PROCESSES AND HEURISTIC STRATEGIES TO SOLVE MATHEMATICS PROBLEMS (PROBLEM-SOLVING)
Author: BURKS, LINDA CAROL
THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 259
Advisor: COXFORD, ARTHUR F.

Research Problem: This study was designed to address teachers' needs to help students become competent problem solvers. Five teachers used lessonswith writing activities designed to teach students to use problemsolving processes and strategies appropriate for the eighth gradelevel. Executive processes, referred to as ENTER, PLAN, ATTACK, andREVIEW, corresponded to Polya's ideas of understanding the problem,devising a plan, carrying out the plan, and looking back at theproblem. The heuristic strategies were Look for a Pattern, Draw aDiagram, Make a List/Table, Guess and Check, and Solve a SimplerProblem.

The treatment group received two consecutive weeks of problemsolving instruction, followed by instruction two days each week forseven weeks, with students assigned problems related to themathematical content covered on remaining days. The comparison groupreceived instruction in their regular curriculum which includedproblem solving activities found in their texts.

Data from pretests, two posttests, interviews, and attitudequestionnaires of 371 eighth grade students were collected fromFebruary to June 1992. Achievement data were analyzed with ANCOVA.Students' use of processes and strategies were analyzed withchi-square tests.

It was hypothesized that the use of writing, heuristicstrategies, and executive processes would improve students' problemsolving skills. This was verified for students of high, middle, andlow ability levels and was especially noteworthy for low ability; thelow ability treatment group solved problems better than the highability comparison group. It was hypothesized that students would indeed use executiveprocesses and heuristic strategies when solving problems. Moststudents competently used the five strategies and the processes ofENTER, PLAN, ATTACK; few students used REVIEW. It was hypothesized that the intervention would strengthenstudents' attitudes toward problem solving. Nearly all studentsexperienced a lowering of attitudes; the treatment group experiencedless negative change than the comparison group. Overall, the intervention was shown to be a very effective meansof teaching eighth grade students to solve problems. Researchresults, students and teachers agreed that the writing activitiesenabled students to verbalize their thought processes and strategiesand helped students develop a systematic approach to problem solving.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

5) Title: THE RELATIONSHIPS AMONG TEACHERS' KNOWLEDGE, BELIEFS, AND INSTRUCTIONAL PRACTICES REFLECTING MICHIGAN'S RECONCEPTUALIZATION OF READING (READING INSTRUCTION)

Author: TERRY, SUZANNE M.

THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 161

Advisor: WIXSON, KAREN K.

Research Problem: Research has suggested that teachers possess theoretical orientations which are comprised of knowledge and beliefs aboutreading and that such knowledge and beliefs tend to shape the natureof their instructional practices. In Michigan, a reconceptualizationof reading has resulted in the statewide acceptance of a newtheoretical view of reading that is very different from the wayreading was conceptualized in the past. Therefore, Michigan'sreconceptualization of reading provided the occasion for anexamination of the influence of policy change on Michigan elementaryteachers in relation to changes in their reading instructionalpractices. This research examined, first, the relationship betweenMichigan third grade teachers' knowledge and beliefs regardingMichigan's reconceptualization of reading; second, the relationshipsamong their knowledge and beliefs regarding Michigan'sreconceptualization of reading and the extent of their use of basalreading programs; and, finally, the relationships among knowledge,beliefs, extent of use of basal reading programs, and instructionalpractices that reflect Michigan's reconceptualization of reading.

A researcher developed mail survey instrument was sent to arandom sample of 360 Michigan third grade teachers. The response ratewas 71%. Analyses performed to determine the relationships among thefour variables included Pearson Product-Moment correlations, twosample, one-tailed t-tests, end hierarchical multiple regression. Results indicated that the majority of teachers in the study doknow about it, but do not have an understanding of thereconceptualization's implications for curriculum and instruction.Second, although significantly related, knowledge and belief scoreswere not

consistent for approximately one quarter of the samplepopulation. Third, there was not a significant difference in theknowledge and beliefs of teachers who do and do not use basal readingprograms. Finally, knowledge, beliefs, and extent of use of basalreading programs all contributed signifcantly to the variance inteachers' instructional practices. However, they were found to be butthree of many possible influences on instructional practices. Thisstudy provides evidence that Michigan's reconceptualization ofreading has had limited, but significant influence on instructionthat supports practices reflective of the best knowledge presentlyavailable about learning to read.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(6) Title: DETERMINING THE EFFECTIVENESS OF A BIOTECHNOLOGICAL CURRICULAR MODIFICATION TO BIOLOGY INSTRUCTION
Author: ALLEN, RONALD MELVIN
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 206
Advisor: VOSS, BURTON; TOSNEY, KATHRYN
Source: DAI-A 54/07, p. 2525,

Research Problem: This research assessed the implementation of biotechnology-based instruction into high school biology. Twosuburban high schools agreed to participate and the study wasconducted by using a teacher and his biology classes in each school.Experimental and control groups were used in each school.

Two major hypotheses were tested in this study. (1) Does abiotechnology-based curriculum modification promote greater studentachievement in biology than traditional laboratory presentations? (2)Do attitudes toward biology significantly improve as a result of thisbiotechnology-based curriculum modification?

When the results from the two groups of students werestatistically controlled (ANCOVA), the biotechnologic groupdemonstrated significant differences in such measures of achievementas laboratory and quiz scores, as well as more positive responses forthe laboratory activities, the discipline of biology, the role ofbiologists, and the relevance of scientific experimentation.

Within school comparisons between experimental and control groupsreflected the teachers' background. Students from the biotechnologicgroup at one school consistently demonstrated significant differencesin achievement measures and positive attitude responses. Theseconflicting results may be due to a teacher effect. In fact, teacherinteraction with the outcome measures of achievement and attitude wassignificant (p $<$.001). The uniform student achievement of the biotechnologic group atone school speaks persuasively of the value of this curricularmodification. This group achieved significant differences both in theconceptual knowledge of biomolecule separation, restriction enzymes,and protein structure (p $\le$ 0.019); and in positive attitudinalresponses to biology and the role of biologists (p $\le$ 0.022).Therefore, the efficacy of biotechnology-based instruction on studentachievement and attitude has been demonstrated in a high schoolsetting where the instructor is cognizant of current biotechnologies. The documented difference in teacher experience that concludedwith the student performance at the two schools illustrates the needfor thorough teacher instruction. When a teacher is inexperiencedwith current developments in biology, then even preservice andinservice sessions were inadequate. An in-depth experience (e.g. NSFsponsored multiple-week workshop) is certainly appropriate and wouldvery likely add to the effectiveness of biotechnology in theclassroom.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(7) Title: THE EFFECT OF A MICROCOMPUTER-BASED BIOLOGY STUDY CENTER ON ACHIEVEMENT AND ATTITUDES IN HIGH SCHOOL BIOLOGY STUDENTS

Author: LU, CASEY ROY
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 202
Advisor: KLEINSMITH, LEWIS J.; VOSS, BURTON E.
Source: DAI-A 54/07, p. 2527, Jan 1994

Research Problem: This research study was part of a collaborative biology curriculum development effort between the University of Michigan andthe Washtenaw Intermediate School district. Teachers from 10 schooldistricts in Washtenaw County, Michigan participated in thedevelopment of high school biology computer-assisted instruction(CAI). This study was designed to investigate the effect of the CAIon learning in high school biology students. Two classes of highschool biology students (n = 56) enrolled in a suburban southeasternMichigan high school participated in the study. Achievement andattitude data were collected at the end of each exam for one publicschool semester.

Data were analyzed using the Single-Case Experimental Designmodel. A positive effect of the CAI was clearly demonstrated forunderprepared students (defined as those students with standardachievement test scores that were below the class median). Females',African Americans', 9th graders', and male 10th graders' level ofachievement were also positively affected by the CAI.

All students reported feeling better prepared for taking testswhen they received the CAI than when they received traditionalinstruction only. Enjoyment for biology increased, test-anxietydecreased, and self-efficacy increased with use of the CAI. An important discovery was made concerning how high schoolstudents used CAI in this study. It was found that high schoolstudents would memorize questions and answers to the questions inorder to obtain a perfect score while using the software, but theywould not truly understand the biological concepts. Thus, thesoftware was modified so that all questions changed internally eachtime a problem set was run by a student. Final versions of thesoftware required that students actually think through each problemcarefully. Otherwise, a high score was not attainable. Public school science teachers who participated in thedevelopment of the CAI reported asking more higher-order thoughtquestions of their students during delivery of instruction as aresult of their participation with the biology curriculum developmentproject. The participating teachers also reported benefiting greatlyfrom colleague interactions.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(8) Title: INSERVICE TRAINING NEEDS ASSESSMENT FOR MALAYSIAN SECONDARY SCHOOL TEACHERS

Author: SALLEH MOHD SALEH, AMIR BIN
THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 285
Advisor: TICE, TERRENCE N.
Source: DAI-A 54/11, p. 4064, May 1994

Research Problem: This cross-sectional assessment study sought to find reliable and significant answers to two main research questions: (1)What professional problems or needs do Malaysian secondary schoolteachers have, to what degree, and why? (2) Are there significantdifferences among teachers in terms of their problems or needs andare inservice training programs appropriate solutions to thoseproblems or needs? For this purpose a series of interviews withteachers, school administrators, and education officers at thedistrict and state levels was conducted. A total of 508questionnaires was also distributed to all teachers in twelvesecondary schools in the Batu Pahat District in Malaysia. Of these427, or 84.1 percent, were returned. The reliability of data wasexamined using Cronbach's alpha-coefficient and the data was thenreduced by means of factor analysis. Descriptive statistics,chi-square, ANOVA were used to analyze the data in relation to theresearch questions.

The concentration of this study was on the following four majorareas: knowledge of subject matter content, instructional andclassroom management skills, and knowledge of and skills in assessingprogress in student learning. Overall, it was found that teachershave problems, especially in their knowledge of the second subjectmatter they teach, their knowledge of curriculum and educationpolicy, developing and utilizing supportive teaching materials,reporting test scores, and understanding general test concepts.Teachers did not report that they have problems in classroommanagement. In many respects, teachers were significantly differentin terms of their problems and their needs for inservice trainingwhen comparisons were made based on their qualifications and theirteaching experience. This study shows the importance of needs assessment in planninginservice training for teachers. Also, the findings of this studysuggest that among training planners and organizers, more attentionshould be given to all teachers' problems or special needs, theirdifferences, and their specific needs for inservice trainingidentified in this study. Several recommendations for future needsassessment studies are also presented.
Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(9) Title: EFFECTS OF A SCIENCE PROGRAM FOR PRESERVICE ELEMENTARY TEACHERS ON ATTITUDES TOWARD SCIENCE AND TEACHING SCIENCE
Author: WYLO, BONNIE LYNN
THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 222
Advisor: VOSS, BURTON
Source: DAI-A 54/11, p. 4065, May 1994

Research Problem: This study was undertaken to determine the effectiveness of a purportedly exemplary science education program for preserviceelementary teachers in the area of attitudes. If, as is cited in theliterature, positive attitudes toward science are required forpositive attitudes toward teaching science, and the attitudes of theelementary teacher are passed on to the elementary student, thencreating positive attitudes is a crucial aspect of preserviceelementary teacher training.

Pre- and post-test attitude surveys with a semantic differentialformat administered to preservice elementary teachers enrolled in thefour required science methods courses (physics, chemistry, earthscience, and biology) during the Fall 1991 semester at a midwesternteaching university constituted the raw data for this study. Attitudedata was also obtained from student teachers who had completed theprogram, and professional teachers who had graduated from thisuniversity.

A net positive attitude change was found both for science andteaching science, as well as positive attitude changes for physicsand teaching physics, and biology. The likely variables accountingfor the positive attitude changes in the biology (toward biology) andphysics (toward physics and teaching physics) classes are theinstructor of the course and the chosen teaching methods. Instructorsof these courses emphasized the use of simple, easily-obtainedmaterials for use in a hands-on, activity-oriented curriculum whichwas made specifically relevant for the student's future needs as ateacher.

Perhaps most useful for this study is the finding that studentteachers and professional teachers (who have been teaching for up tofive years) maintain these positive attitudes toward science andteaching science. Training in the elementary science program at theuniversity is consistently cited as valuable in the teacher'spreparation to teach elementary science. Elementary science attitudes make a difference and perpetuatethemselves. If students have good science experiences in theelementary classroom, they are likely to continue to feel good aboutscience. Paying attention to the preservice elementary teachers'attitudes toward science and teaching science in their teachertraining can affect generations of students (and teachers) to come.
Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(10) Title: THE EFFECT OF GROUP CONTACT AND CURRICULUM ON WHITE, ASIAN AMERICAN AND AFRICAN AMERICAN STUDENTS' ATTITUDES (WHITE STUDENTS, INTERGROUP ATTITUDE, COLLEGE STUDENTS, ASIAN-AMERICAN, AFRICAN-AMERICAN)
Author: LOPEZ, GRETCHEN EVA
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 163
Advisor: GURIN, PATRICIA
Source: DAI-B 54/07, p. 3900, Jan 1994

Research Problem: Since Brown v. Board of Education, social psychologists have contributed to an understanding of intergroup relations ineducation through studies of group contact and attitude change.Contact has proven most successful in altering interpersonalattitudes. The present study examines the effects of group contact ontwo types of intergroup attitudes: awareness of ethnic inequality insociety and support for educational equity. It further considers theeffects of curriculum and in particular, courses that cover issues ofrace and ethnicity, on these attitudes.

Students completed surveys at the beginning and end of the firstyear of college as part of a longitudinal project at The Universityof Michigan. The surveys measured a variety of academic and socialexperiences in addition to assessing intergroup attitudes. Responsesof students belonging to three ethnic groups--white, Asian American,and African American--were examined. Using regression and pathanalyses, the relationship between group contact, curriculum, andattitude change was tested while controlling for attitudes at collegeentrance.

These groups of students differed in initial intergroupattitudes, and in the extent and direction of attitude change overthe first year. Furthermore, the relationship of group contact andcurriculum to attitude change varied depending on ethnic groupmembership. For white students; outgroup contact with AfricanAmerican students increased support for educational equity. However,curriculum was an even stronger predictor of intergroup attitudes.Students involved in coursework on intergroup relations increasedtheir awareness of inequality and support for educational equity. ForAsian American students, group contact was important to intergroupattitudes while curriculum showed little effect. Both outgroup (withAfrican Americans) and ingroup contact were associated with strongersupport for educational equity. For African American students, groupcontact did not change intergroup attitudes. Curriculum, on the otherhand, increased support for educational equity in the first year. Thus, curriculum in addition to group contact had an impact onintergroup attitudes. The results strongly suggest that theconsequences of both are likely to vary with ethnic group membership.The implications for research on intergroup relations and educationin a multiethnic context are discussed.

Form(s) of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(11) Title: AN ANALYSIS OF THE PERCEPTUAL DIFFERENCES HELD BY STAKEHOLDERS IN THE CURRICULUM DEVELOPMENT PROCESS
Author: GALINIS, NORBERT MICHAEL
THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 225
Advisor: BERGER, CARL
Source: DAI-A 53/12, p. 4148, Jun 1993

Research Problem: The design and testing of a cooperative curriculum development model (The Secondary School Mathematics and Science GrantProgram) incorporating active participation on the part of divergentstakeholders has significant implications for the field of education.The question under study was: what perceptual level of agreementexists between the various stakeholders over what should beaccomplished by the curriculum (desirability) and what has beenaccomplished by the curriculum (accomplishment) across the variablesof motivation, concept achievement, and relevancy.

Data from the four stakeholding groups: curriculum writers,teachers, students, and health care professionals, indicatesignificant differences over the perception of what should beaccomplished (desirability) exists. Students and teachers differed intheir perceptions with curriculum writers as to what should beaccomplished. However, in regards to the perception of what had beenaccomplished by the curriculum, all stakeholders shared similarlevels of agreement.

Teachers as users of the curriculum viewed what should beaccomplished differently than curriculum writers. Teachers moreclosely reflected the views of students when assessing what should beaccomplished by the curriculum. Curriculum writers were more closelyaligned with professionals. Curriculum writers and professionalsgenerally indicated higher levels of response for what was to beaccomplished by the curriculum (desirability).Students as stakeholders perceived no difference between conceptachievement and motivation across the levels of desirability andaccomplishment. This might suggest confusion on the part of thestudent stakeholding group. However, students, as stakeholders didperceive differences in the relevance of what should be accomplishedand what is accomplished. It is suggested that this difference liesin the difference between what is perceived as "school work" and whatis perceived as "real work". The study has established the existence of a mutual interest onthe part of the stakeholders in the curriculum development process.Through their participation, areas where common agreement appears tobe lacking (desirability) as well as where it exists (accomplishment)have been identified.

Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(12) Title: A MODEL OF ORGANIZATIONAL AND MANAGEMENT PRACTICES OF SCHOOL IMPROVEMENT AND STAFF DEVELOPMENT. A CASE STUDY: THE SCHOOL DISTRICT OF THE CITY OF SAGINAW, SAGINAW, MICHIGAN (SCHOOL DISTRICT)
Author: HELMER, GEDY ELIZABETH SVAGR
THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 214
Advisor: BERTOLAET, FREDERICK
Source: DAI-A 53/11, p. 3751, May 1993

Research Problem: In this single case study of the School District of the City of Saginaw, Saginaw, Michigan, the research question is: Whatfactors were perceived to be responsible for improvements instandardized test scores in the School District of the City ofSaginaw between 1978 and 1988 when the city was undergoing a severeeconomic decline and critical demographic shift?

Utilizing a modified Delphi Technique, the researcher interviewedtwenty-seven educators who were professionally affiliated with theschool district to determine how the gains in student test scoresoccurred.

The results of the interview questions showed a consensus betweenall the interviewees, that is, they agreed that the positive outcomesin Saginaw were due to a dynamic school improvement process that wasbased upon an effective system of staff development and improvedcurriculum (as well as other variables less influential, butperceived valuable by the interviewees).

The identification process of these causative factors generatedthe variables (staff development, school improvement, curriculum,technology, strategic planning, leadership, communication,restructuring, change, etc.) and constructs that defined a model ofthe school improvement process in Saginaw, called the Saginaw Modelby the researcher. The process also found gains additional toimproved test scores, such as, improved teaching skills, improvedattendance rates, declining drop-out rates, improved studentdiscipline and consistent instructional practice. The variables and the dynamics that affect Saginaw are alsocritical to most urban districts, and are becoming critical to allschool districts. As the

school becomes the instrument of change aswell as society's institution for learning, the school must respondwith successful practice. The Saginaw Model represents one compellingexample of a school district's effort to meet the needs of itscommunity by achieving successful student outcomes.

Form(s) of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(13) Title: THE RISE AND FALL OF A MIDDLE SCHOOL: A TEN-YEAR STUDY OF THE TRANSFORMATION OF A MIDDLE GRADES SCHOOLING INSTITUTION FROM THE EXPERIENTIAL PERSPECTIVE OF ITS TEACHERS (SCHOOL TRANSFORMATION)
Author: MILLINGTON, JOHN BUELL
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 407
Advisor: MENLO, ALLEN; MARICH, MILAN
Source: DAI-A 53/11, p. 3789, May 1993

Research Problem: Educational institutions play critical roles within the development of youngsters during their transitional period fromelementary to secondary schooling experiences. Often institutionalenvironments are unsuitable for early adolescents. The "junior highschool" concept has been under attack. Treating youngsters 10 to 14years of age as if they were high school students remains anunacceptable approach. Earnest reform requires school culture totransform. Cultural transformation will invoke resistance makingchange difficult to accomplish.

This dissertation is a historical account describing the ten-yearmetamorphosis of a junior high school as its staff implemented amiddle school program from 1973-1983. The research focused upon thenature of the experiences for the teachers who contributed towardestablishing the new norm during their institution's transformation.The analysis identifies factors contributing to the school'semergence and to its decline. Strategy alternatives based upon theresearch findings have been posed to present additionalconsiderations regarding this endeavor and similar schooltransformations.

The main body of information for this study was collected throughtape recorded, open-ended interviews. Background and supportive datawere obtained from newspaper archives, school and county records. Aseries of individual accounts revealed a composite history depictingthe changing life and work in a middle grades school.

Findings that emerged were: (1) Staff investment of effort withinthe school's transition increased the more teachers perceivedauthentic commitment from their principal. (2) Teacher empowermentcreated a sense of program ownership resulting in risk-taking.Teacher risk-taking was perceived as vital for successful schooltransformation. (3) Articulating philosophy into practice was themost difficult phase of the transition for teachers. (4) Astransitional goals were approached, resistance increased. (5) Majorsources of resistance toward the transition originated at the highschool and developed within the district's central administration.Unexpected resistance from designated support groups demoralizedteachers and diminished their risk-taking.

The cultural transformation of intermediate schoolinginstitutions is a formidable task. It should not be expected to occurquickly. The success of a transformed middle school will depend uponthe endurance of its educators to continue investing their efforts inyoung adolescent students.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical

(14)Title: PERSONAL CONTROL, PSYCHOSOCIAL AND EDUCATIONAL PREDICTORS OF PERCEIVED SCHOOL ADJUSTMENT AMONG PUERTO RICAN MIGRANT AND NONMIGRANT ADOLESCENTS (PSYCHOSOCIAL PREDICTORS)

Author: MOSCOSO-ALVAREZ, MARGARITA R.
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 215
Advisor: MORRISON, BETTY M.
Source: DAI-A 53/10, p. 3436, Apr 1993

Research Problem: The purpose of this study was to develop a predictive model to explain the adjustment to school as perceived by migrant andnonmigrant Puerto Rican adolescents. The study elucidates the effectsthat socio-demographic, personal control, psychosocial andeducational predictors have on perceived school adjustment ofmigrants and nonmigrants in cross-sectional and longitudinal samples.Causal models were used to analyze the relationships of thepredictors with school adjustment of migrants (n = 297) andnonmigrants (n = 679).

The theoretical model used in this study was based upon Rotter's"Social Learning Theory". The model states that students' personalcontrol influences their psychosocial traits and this, in turn,influences their educational success, which further influences theirperceived school adjustment. The model also examined the role thatthe exogenous variables (socio-demographic characteristics and amountof schooling in the U.S) have on school adjustment.

The data set used was a representative panel sample collected forthe "Transitional Drug Use Survey" in Puerto Rico. The data werecollected in two time intervals, 1974-75 (Time I) and 1975-76 (TimeII). The analysis for Time I did not provide support for theassumption that migrant and nonmigrant predictors of schooladjustment were significantly different. However, from the results ofthe cross-sectional analysis, the pattern of the predictors formigrant adolescents was somewhat different from that of nonmigrants.Both groups shared locus of control, social isolation, drinkingbehavior and GPA as predictors of school adjustment. However, formigrants religiousness was also a predictor; for nonmigrants healthand parental control also entered the model. At Time II, the analysis revealed that migrants and nonmigrantsdiffered only in one psychosocial predictor: social activity. Thepattern for Time II revealed that migrants and nonmigrants sharedsocial isolation as predictors of school adjustment but for migrantsreligiousness and health status were also predictors, and fornonmigrants locus of control and drinking behavior entered the model.

Migration is not as great a dislocating experience as wasexpected. Migrants have positive psychosocial and educationalbehaviors that contribute to their positive adjustment to the PuertoRican school system.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(15) Title: THE VALUES OF THE ACADEMY: AN EXAMINATION OF THE VALUES OF FACULTY IN HIGHER EDUCATION IN THE UNITED STATES (FACULTY VALUES)
Author: MOORE, STEVEN G. W.
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 337
Advisor: BERLIN, LAWRENCE
Source: DAI-A 53/10, p. 3456, Apr 1993

Research Problem: Most studies of faculty values and faculty activities have focused on extrinsic values (such as political values) or facultyactivities and faculty work (such as research, teaching, andgovernance). The aim of this study is to examine and identify thedominant values, the changing values, and the emerging values held byselected faculty in higher education.

The research of this study incorporates an extensive review ofthe literature and interviews of faculty. Four "national" faculty andtwelve faculty from three liberal arts institutions participated in adialogue about the values of the academy. The dialogue was framed inthe context of three broad categories drawn from a review ofliterature of values, faculty, and student impact in highereducation. Categories framing the discussion

are: how faculty makes"sense" of their lives; the individual, corporate, and institutionalvalue "commitments" at work in the academy; and the perceivedemerging tensions and value concerns of faculty in higher education.
Those values emerging from the faculty interviews and theliterature review were identified in two sets: "value affirmations"and "value tensions." The "affirmations" represent values broadlyheld in higher education. The "tensions" represent values about whichthere is disagreement, divergent opinions, or considerable debate.The study identifies seven value "affirmations" and thirteen values"in tension." Affirmations include: the necessity of the public review,scrutiny and testing of ideas; the reality of the "incompleteness" ofwhat is "known"; that most faculty "make sense" of their worldthrough solidarity; and the value of the development of that which isaesthetically beautiful, culturally enriching, and criticallyexamined.
Faculty participating in the study reported a deficient dialogueabout the values of the academy compounded by an academic discoursewhich has become highly politicized. As well, tensions surroundingthe "pursuit of truth," "modes of learning," issues surrounding "thecore"; the "corporatizing" of the academy; and other challenges totraditionally held values of the academy are discussed. The study concludes with reflections on the contrasting senseamong faculty of solemnness and despair on the one hand and a senseof devotion and commitment on the other. A call is given for arenewed sense of commitment to reclaim the dialogue and discoursewhich have provided the framework for the formation of the academy'svalues.
Form(s) of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(16) Title: TYSHUN'S GREAT ADVENTURES IN LEARNING: TEACHERS AND STUDENTS AS VICARS OF CULTURE
Author: FAIRBANKS, COLLEEN MAYME
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 260
Advisor: ROBINSON, JAY L.
Source: · DAI-A 53/11, p. 3827, May 1993

Research Problem: This study advances a view of literacy embedded in the social and cultural practices of local communities. It illustratesthe often implicit connections between social and cognitive learning,drawing upon Vygotsky's notion of the zone of proximal development.The study demonstrates that learning literacy occurs as a function ofthe interactions among students and teachers within the zone ofproximal development, but steeped in the histories of theparticipants, the school, and the community. When classroominteractions intentionally engage students in the systematicexploration of community and social life, students learn to viewliteracy as a means by which they can understand and act within theircommunities. In this way, social and cognitive development areintegrated.
Based upon intensive classroom-based research, the study is drawnfrom my year-long participation in two tenth grade English classroomsin Saginaw, Michigan, a medium-sized, rust-belt city. Saginaw HighSchool exhibited many of the characteristics of urban schools: highabsenteeism, low achievement scores, and high dropout rates. However,this study demonstrates that these tenth grade students becameinvested in literacy learning, and hence invested in school, whentheir lessons were open to improvisation, centered on issues relevantto them, and conducted and assessed by teachers who valued theirperspectives. In this way, students had opportunities to teach theirteachers about their lived experiences. The students became, in otherwords, the vicars of their culture as they investigated and thenwrote about their experiences. The classroom projects are analyzed from several points of view:the role of teachers and students as co-authors of curriculum; thenature of classroom lessons as improvisations; the relationshipsbetween cultural context and cognitive learning. I employ textualinterpretation as the primary

method of analysis, conceiving of textsas spoken, written, or acted events. This framework allows the realcomplexity of classroom communities to emerge. Too often, the picturedeveloped by education research isolates components of classroomactivities, failing to articulate the dynamic, even unpredictablecircumstances under which literacy learning takes place.

Form(s) of Curriculum Inquiry employed in this Dissertation:

(17) Title: POPULAR CULTURE, PROFESSIONAL DISCOURSE, AND MATHEMATICS EDUCATION IN THE 1980S
Author: APPELBAUM, PETER MICHAEL
THE UNIVERSITY OF MICHIGAN Degree: EDD pp: 278
Advisor: GOODMAN, FREDERICK L.
Source: DAI-A 53/10, p. 3491, Apr 1993

Research Problem: Recent educational discourse is analyzed, using sources drawn from academic literature in education, canonical literature ofprofessional associations, newspapers and popular magazines, andworks of mass culture, including television programs and films. Thefocus is on the decade of the 1980s. Ultimately, the studyreconstructs educational discourse to demonstrate that it is theinterplay of power and knowledge that forms the experience of theparticipants and establishes their identities.

Mathematics education is used as an 'extreme case', sincemathematics is the discipline most easily accepted as separable frompolitics, ethics or the social construction of knowledge. Research inthis area has tended to focus on classroom activities, optimalsequence of topics, or individual cognitive development. It hastherefore inadvertently tended to construct a stark, unsustainabledistinction between school mathematics and the world outside ofschools. In doing so, the literature has typically displaced popularand mass culture, the public space, and related sites of power andpolitics, or has excluded them altogether. The juxtaposition ofpopular culture, public discourse and professional practice enablesan examination of the production and mediation (and hence theideological function) of such inappropriate distinctions.

As a philosophical inquiry, this project develops the machinerynecessary to analyze ways in which school knowledge mediates theproduction of Platonic, rational conceptions of knowing and theongoing everyday practice of knowing and acting both inside andoutside of schools. As an historical inquiry, this inquiry examineshow persistent, pre-critical assumptions about the neutrality ofknowledge and school knowledge become 'truths' through their constantexercise in practice. These 'truths' sustain, in turn, conceptualschemes that divide awarenesses of socially mediated power andknowledge from each other. Finally, as a sociocultural inquiry, thedissertation calls for a discourse that merges research and practicewhile discarding unnecessary distinctions among popular culture,professional discourse and pedagogical encounters.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(18) Title: THE EFFECT OF PARTICIPATION IN AN ENVIRONMENTAL ACTION PROGRAM ON EMPOWERMENT, INTEREST AND PROBLEM-SOLVING SKILLS OF INNER CITY STUDENTS
Author: BULL, JAMES NICKELL
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 329
Advisor: STAPP, WILLIAM B.; KAPLAN, RACHEL
Source: DAI-B 53/10, p. 5481, Apr 1993

Research Problem: This study evaluated an environmental education program that involved students in actually working on environmental problems.Students not only chose the community problem to work on, but weregiven the power to direct the project

itself. It was expected thatparticipation in such a project would enhance student empowerment,interest in environmental problems, and problem solving skills foraddressing them.

The study was conducted in two inner city Detroit junior highschools; all but one of the 211 students were African American. Therewere three experimental classes and four control. Both prior to theproject, and at its conclusion, students were presented a list of 46environmental problems and asked to rate how much they felt theycould make a difference on them, and their degree of interest inthem. As a measure of problem solving skill, students were asked torate the importance of a list of information sources and actionchoices with respect to several problem scenarios. Factor analysiswas used to cluster the items into a smaller set of scales. Changesin empowerment, interest, and problem solving skill were assessedusing these scales, as well as the individual items.

Major findings included: (1) Empowerment, interest and problemsolving skills were found to be dependent on the nature of theproblem, rather than global traits. While this finding is consistentwith a considerable body of literature, the domains seem to be muchmore specific than has been previously acknowledged. (2) Studentswere least empowered and interested with respect to Urban Natureproblems. This was explained by lack of familiarity and thepreference of teenagers for active social environments. (3)Participation in a problem solving project is not enough. Working onan environmental problem did not result in significant changes inempowerment, interest, or problem solving skill with respect to thefactor analysis derived scales. Further, when individual items wereanalyzed, the control group increased in empowerment, while theexperimental group actually declined. It was concluded that inaddition to taking action, students need experiences of success,adequate information, structure and social support.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(19) Title: AN EVALUATION OF A HIGH SCHOOL ENVIRONMENTAL EDUCATION PROGRAM OF THE TANSUI RIVER IN TAIWAN (CHINA)
Author: WANG, SHUN-MEI
THE UNIVERSITY OF MICHIGAN Degree: PHD pp: 196
Advisor: NOWAK, PAUL F.

Research Problem: Like many other places on the Earth, most rivers in Taiwan are polluted. Education programs are needed to raise the public'sconcern about rivers and motivate them to take action. The TansuiRiver Education Program (TREP) was designed for secondary students inthe Tansui River watershed of Taiwan and was modeled after the RougeRiver Water Quality and Community Problem Solving Program inMichigan. The pilot TREP was conducted in two high schools toevaluate the program effects on awareness, knowledge, attitudes, andempowerment. In addition, students' interest and teachers' feelingsabout TREP were examined.

The experimental design included control and experimental groups,pre- and post-tests and a questionnaire. A paired t-test and aone-way ANOVA with a 0.05 level of significance were used to analyzethe data. Student and teacher evaluations were used to collectinformation about program feasibility. Due to a strict curriculum,the two day pilot program was conducted outside of class duringweekends and holidays. The control group did not receive anyinstruction except answering the questionnaire. Major findings of the research were: (1) TREP significantlyincreased participants' awareness of the river they visited; (2) TREPsignificantly increased their knowledge of water quality; (3) TREPsignificantly increased their sense of empowerment for saving theriver; (4) TREP significantly increased their intentions to takeactions related to "advocacy" and "school environmental protection";(5) TREP significantly increased their feelings of responsibility forthe school environment in terms of planning and decision making;however, (6) TREP did not significantly change students' perceptionsof general barriers to action taking. Students and teachers were verypositive about the program, particularly the water monitoringactivity. The teachers also appreciated the case study and actiontaking sections. In light of the research results, the authorsuggested the Ministry of Education in Taiwan should consider addingTREP to the national curriculum.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific

(18) UNIVERSITY OF MINNESOTA
Public coed university

The University of Minnesota-Twin Cities Libraries, ranks 15th in size among American universities. The Twin cities campus, the largest and oldest in the university system, is technically two separate campus: one in downtown Minneapolis (the largest city in Minnesota) on the Mississippi River and the other in St. Paul (the state capital) are both flourishing centers of commerce and industry, where grandiose historic buildings complement bold new skyscrapers. Focal points of a progressive metropolitan area of two million people, the two downtowns offer myriad opportunities for entertainment, research, volunteer or part-time work, internships, and eventual careers. The recreation sports program, one of the largest in its kind on any campus in the country, offers curling, cycling, racquetball, crew, ballroom dance, juggling, and 100 other teams, clubs, and fitness activities. Outdoor enthusiasts can explore the Twin's Cities 150 Parks and 200 Lakes.

The recreation and Sports program in the University of Minnesota is one of the largest of its kind on any campus in the country. The establishment in 1988 of the Office of the Associate Provost and Associate Vice President for Academic Affairs with special responsibility for minority affairs has confirmed the University's long-standing commitment to the belief that all students, regardless of their social, racial or economic backgrounds, have a right to equity and excellence in education.

The Graduate School: Unique Features

1. Enrollment: 40,000 graduate, professional and undergraduate students (6,000 full time and 6,600 part time matriculated graduate/professional students).
2. Graduate Faculty and Students Groups: Students: 9,000 includes 350 minority; 2200 internationals. Graduate faculty: 2,774 faculty members.
3. Tuition: $ 3,585 per year full time and 174 per credit part-time for state residents. $ 7,170 per year full-time, $ 348 per credit (minimum) part-time for non-residents. Fees of $ 399 per year.
4. Programs: The Graduate Schools include the College of Agriculture, Architecture and Landscape Architecture, Biological science, Education (Educational Administration and Educational Psychology), Human Ecology, Liberal Arts, Natural Resources, Hubert H. Humphrey Institute of Public Affairs, Industrial Relations Center, Institute of Human Genetic, Institute of Technology, School of Nursing, Carlson School of Management, College of Pharmacy, College of Veterinary Medicine, Law School, Medical School, and School of Public Health which provide undergraduate and graduate instruction.
5. Degrees Offered: Master's, Certificates of Specialists in Education, and Doctorates (Ed.D. and Ph.D.)
6. Requirements for Admissions: Applicants with a U.S. bachelor's degree or a comparable foreign degree from a recognized college or university , with the necessary background for their chosen major field, an excellent scholastic record from an approved college or university, and appropriate professional qualifications may be admitted for graduate work on recommendation of the graduate faculty in he proposed major field and approval of the Dean of the Graduate School. One or more of the following tests may be required as part of the application process by the individual program: Miller Analogies Test, Graduate Management Admission Test and Graduate Record Examination. The Test of English as a Foreign Language (TOEFL) is required of all international applicants whose native language is not English.

Contact: Graduate School
East Bank, University of Minnesota
Twin Cities Campus
Johnston Hall, 101 Pleasant Street S.E.,

Minneapolis, MN 55455

7. Requirements for Graduation: The Master's degree is awarded in recognition of academic accomplishments as demonstrated by a coherent program of coursework(minimum 28 credits), passing of the required examinations, and the preparation of a thesis or project (all requirements with 7 years and GPA of 2.80 -on a 4.0 scale-). Specialist certificate: program requirements (graduate credits and examinations) can be completed in 2 years but must be completed in 12 years as maximum. The doctoral degree requires course work, dissertation/thesis, examinations, residence requirement of 7 quarters of full time registration (may require mastering foreign languages), which must be completed within 5 calendar years after passing the preliminary oral examinations.

8. Doctoral degrees awarded: 723 doctorates in 1993.

9. Student services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, campus safety program, campus employment opportunities, counseling/support services for international students and handicapped resources office. Graduate Housing: rooms or apartments- available to single students at an average cost of $ 3,200 (including board); available to married students.

10. Financial aid: Fellowships and assistantships are usually awarded through the graduate School and through academic departments.

11. Research facilities: O. Meredith Wilson Library plus 5 additional on-campus libraries; total holdings of 4 million volumes; 2 million microforms; 36,000 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographical retrieval services.

12. Computer facilities: CRAY-2, CRAY X-MP, Apple Macintosh, IBM PC. Personal computers on campus linked to BITNET, Internet.

Graduate School of education and Program in Curriculum Studies: Unique Features

1. Enrollment: information non-available. Curriculum Faculty: 41 faculty members (23 Professors, 14 Associate Professors and 4 Assistant Professors). Academic experience: 6-25 years.

2. Name of the Unit: College of Education, Dept. of Curriculum and Instruction.

3. Head: Dr. Barbara M. Taylor, Chair Curriculum and Instruction
Contact Faculty Member: Dr. Richard D. Kimpston (Specialty: Secondary Education with Specialization in Curriculum Studies and Social Studies Education).
125 Peik Hall, University of Minnesota,
159 Pillsbury Drive S.E.
Minneapolis, MN 55455
Phone: (612) 625-2545

4. Name of the Program that focuses on Curriculum Studies: Curriculum & Instructional Systems (M.A, Ed.D), Curriculum Systems (M.A). Other education programs: art education, early childhood education, elementary education, international development education, music education. Programs accredited by NCATE.

5. Primary Goals of the Graduate Program in Curriculum are: The central purposes of the Graduate school are the advanced training of men and women in Curriculum and

Instruction and the promotion of research in an atmosphere of freedom of inquiry: (l) to prepare Majors for the master's degree in art education, education, elementary education, and mathematics education (2) to provide the Ph.D. degree in education with emphasis in curriculum and instruction, concentrations include art education, communications education (children's literature, English education, language arts and reading), curriculum and instruction (adult education, early childhood education, general curriculum, instructional systems), elementary education, mathematics education, second languages education, science education, and social science education.

6. Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduate; national leader in funded curriculum research; curriculum research publications and curriculum and Instructional characteristics.

7. Unique strengths of the graduate Program in Curriculum: research (emphasis on inquiry, reputation for research, national visibility, extensive research data available); faculty and students (productivity, networks, research oriented, diverse interests and backgrounds); curriculum (interdisciplinary). This department is also nationally recognized for the quality of environment (resources, academic life, libraries- the university ranks 15th in size among American universities). On the Twin Cities campus, Graduate School students enjoy the vast academic and cultural opportunities of a major university and a unique metropolitan area: Arts and entertainment, recreation and sports, as well as urban diversity are characteristics of the campus and community).

8. Departmental Requirements for Graduation: the master's degree is offered under two plans: (a) requiring a thesis - students must complete an approved program of course work consisting of a minimum of 20 quarter credits in the major field and a minimum of 8 quarter credits in or more related fields outside the major. Students are also required to enroll for a minimum of 16 thesis credits (8777) and (B) which substitutes additional coursework and special projects for the thesis. The graduate school requires a final examination which may be written, oral, or both, at the discretion of the graduate faculty in the major field. A minimum GPA of 2.80 on a 4.00 scale must be maintained for all courses included on the program. All requirements must be completed and the degree awarded within seven years. The doctor of philosophy is awarded chiefly in recognition of high attainment and ability in a special subject field as demonstrated by passing the required examinations covering both a candidate's general and special subject fields, and by preparing and successfully defending a thesis that is based on original research and that makes a significant contribution to knowledge in the student's field. A residency requirement of seven quarters of full-time registration is required for the doctoral degree. Doctoral thesis credits (8888) may be used to fulfill the residency requirement. All requirements for the doctoral degree must be completed and the degree awarded within five calendar years after passing the preliminary oral examination. Minimum of curriculum research courses required for a Ph.D: 4 courses and for a Master's: 2 research courses.

9. Doctoral degrees awarded: 28 doctorates in Curriculum (1993).

10. Faculty Research: different forms of curriculum inquiry employed in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students mainly in the following areas: research design, research methodology, statistics, survey research, phenomenological/hermeneutic, historical, philosophical, scientific, ethnographic/naturalistic, deliberative and action

research. The program is moving strongly away from empirical/analytic research to deliberative, ethnographic, phenomenological/hermeneutic, historical, etc.
Specific research courses offered for 1992-94 are the following: (623) Research on Literacy (focused on integrative/review/synthesis and evaluative/normative research); (624-625) Research in Science Education: Elementary or Secondary Level (Focused on evaluative/normative, deliberative, philosophical, historical research); (635) Research in the Social Sciences (theoretical, historical, philosophical and deliberative research oriented); (655&685) Directed Research in Educational Studies & Thesis (Scientific research or different forms of curriculum inquiry); (695) Research and Educational Practice (integrative/review/synthesis research); (703 & 704 Seminars: Research on Reading and Reading instruction and Research on writing and Writing Instruction (emphasis on evaluative/normative and integrative/review/synthesis); (705) Designing and Analyzing Field Research or Program Evaluation (evaluative/normative and scientific research); (706) Seminar: Issues in Research on Literacy (different forms of curriculum inquiry forms); (765) Research Design in Higher and Adult Education and (767) Research Practicum (with emphasis on integrative/review/synthesis, deliberative and action research); (794) Introduction to Quantitative Methods in Educational Research, (795-796) Quantitative Methods for Non-experimental Research, (797) Advanced Quantitative Methods for Experimental Research (all 4 Scientific research oriented); (801-802) Directed Research in Educational Studies; Seminars: (845) Research Methods in Educational Foundations and Policy, (846) Research Methods in Educational Administration, and (990-915) Dissertation Research (include the study of different forms of curriculum inquiry with emphasis in historical research, philosophy, theoretical, evaluative-normative, integrative/review/synthesis, deliberative, phenomenological/hermeneutic, ethnographic/naturalistic).

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take a specific research course (CISY 8620 The domains of Curriculum Theory and Research: alternative paradigms and research methods.(2) put students in an overview course on different types of research methods (3) ask students to enroll in a research methods course with only students in the same Curriculum program and (40 ask students to enroll in a research methods course that includes students from many different programs.

Form(s) of Curriculum Inquiry employed in Doctoral Dissertations
University of Minnesota, January 1993 - June 1994

(1) Title: THE DEVELOPMENT, DESIGN, AND EVALUATION OF AN EDUCATIONAL MODEL FOR A POST-SECONDARY ARCHITECTURAL TECHNOLOGY PROGRAM. (VOLUMES I-III) (POSTSECONDARY)
Author: OBERMEYER, THOMAS LYNN
UNIVERSITY OF MINNESOTA Degree: EDD pp: 693
Source: DAI-A 54/04, p. 1125, Oct 1993

Research Problem: The purpose of this study was to develop a laboratory core curriculum delivery model for a ninety credit post-secondaryarchitectural technology program. This laboratory core is defined asthe hand-drafting and computer-drafting courses that a learner wouldtake to gain entry level job skill in detailing architecturalconstruction documents. The study was organized into three phases:(1) planning, (2) delivery, and (3) evaluation.

The planning phase of research consisted of a literature andcurriculum review of technical architectural training and a synthesisof data. Research resulted in a list of tasks that defined the jobskills required to enter architecture. Tasks were validated byforming peer committees to review the data. The survey audience wasdivided into two groups: (1) college architectural staff, and (2)architects and technicians employed in the profession. The surveyresulted in a task list that defined the job description of anarchitectural technician.

The delivery phase of the study organized content by: domain,frequency of use, and purpose. Tasks were developed into performanceobjectives that established standards and learner outcome. A 29-unitdelivery model was developed around the performance objectives whichaddressed drafting and technology skills. The model contains 1,500architectural illustrations, cut-out models, and was written using anarchitectural font style. Three residential and three lightcommercial projects were designed to be used as examples throughoutthe learning package. The model was evaluated by two teams: the first was a facultygroup using the material with students in a lab experience, thesecond evaluation was by a group of instructors who reviewed themodel for content and delivery. The field test was conducted usingpost-secondary architectural programs with over 200 students.Evaluators were asked to determine: the relevance of the model,training in problem solving, carryover learning in lab projects, thevalue of cut-out models, the quality of graphics, and overalleffectiveness of the model. Based upon the response by the two groupsof evaluators, the training model was judged to be effective fortraining architectural technicians.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

(2) Title: PRINCIPAL AND TEACHER CONCERNS IN IMPLEMENTING OUTCOME-BASED EDUCATION
Author: FONKEN, MARY KATHERINE
UNIVERSITY OF MINNESOTA Degree: EDD pp: 196
Source: DAI-A 54/08, p. 2819, Feb 1994

Research Problem: This study on change and innovation specifically examines principal and teacher concerns in implementing Outcome BasedEducation in four Minnesota suburban high schools in two large schooldistricts. The Change Facilitator Stages of Concern (Hall, Newlove,George, Rutherford, Hord, 1992) and the Stages of ConcernQuestionnaire, a dimension of the Concerns Based Adoption Model(Hall, Wallace, Dossett, 1973) were used to ascertain quantitativelythe Stages of Concern teachers and

principals in these four schoolsfeel in relation to implementing and using OBE. Interviews with thesuperintendents, and principals showed the important role principalsplay in implementing innovations and change in schools.
Teachers (358 of them) responded to the questionnaire anddemographic information page. All four schools had similarenrollments and per pupil expenditure and a mix of OBE practitionersfrom novice to old hand. All schools had been implementing OBE fromone to four years.
The SoCQ consists of 35 items which the respondents rate by usingan 8 point Likert Scale. There are five items representing each ofthe Seven Stages of Concern. Percentile tables were used to convertraw scale scores and interpret the data both quantitatively andqualitatively. Teachers in each school completed the questionnaireindividually in a group setting. Principals and superintendents alsoanswered the Change Facilitator's 35 item questionnaire and wereinterviewed. The interviews provided data on inservice time,leadership concerns and perspectives, and the support given the staffin implementing OBE.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-action research

(3) Title: A COMPARISON OF SAINT PAUL OPEN SCHOOL WITH TWO TRADITIONAL SCHOOLS IN ACHIEVEMENT AND FACTORS AFFECTING ACHIEVEMENT (OPEN SCHOOL)
Author: LIEN, JEFFREY BRUCE
UNIVERSITY OF MINNESOTA Degree: PHD pp: 132
Source: DAI-A 54/09, p. 3282, Mar 1994

Research Problem: This case study compared Saint Paul Open School with two traditional schools in student achievement and factors affectingachievement at the junior high level for the years 1987 to 1991. Thenature of each school, student demographic characteristics, and SRAAchievement Test scores were compared, using documents, interviews,and statistical analysis.
The fundamental difference in nature between the two types ofschool lies in the relationship of student and teacher. In thetraditional schools the relationship was hierarchical, whereas inOpen School it was horizontal. From this fundamental differenceevolved many differences in characteristics, including locus ofresponsibility for learning, integration of students, studentindividualization, definition of achievement, attitudes towardstandardized tests, and organizational focus.
Although there were no significant differences in demographiccharacteristics or SRA scores between the two types of school, lackof focus, which may have affected curriculum and instruction invarious ways, was evident in Open School. This lack resulted bothfrom the internal nature of the school and from external politicaland ideological pressures on the school. First, Open School had beenpurposefully designed to minimize centralized authority so thatteachers and students would be relatively equal in the educationalprocess. This design contributed to lack of focus. Second, the schoolhad been pressured throughout the years by external ideological andpolitical forces, as many open schools around the nation have, toassume traditional characteristics in spite of an open, progressivephilosophy. This process created a hybrid of open and traditionaleducation which also reduced focus. External forces caused three major changes. The first change wasin the school's architecture. A building that promoted open,progressive education was abandoned in favor of a traditional styledbuilding. The second was in a systematic reduction of field tripswhich early on formed the backbone of the education in the school.And the third was in district staffing procedures which requiredteachers who did not support the open school philosophy to work inthe school. These three changes in addition to the original designfeature of dispersed authority tended to reduce the focus of theschool.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(4) Title: TOWARD ESTABLISHING PROFESSIONAL DEVELOPMENT SCHOOLS: FACULTY PERCEPTIONS IN COLLEGES AND SCHOOLS OF EDUCATION IN THE HOLMES GROUP

Author: METCALF TURNER, PHYLLIS MARIE
UNIVERSITY OF MINNESOTA Degree: PHD pp: 252
Advisor: MUELLER, VAN D.; TURNER, CAROLINE
Source: DAI-A 54/03, p. 760, Sep 1993

Research Problem: This study investigated faculty perceptions toward organizational change in colleges of education with regard tobuilding collaborative relationships with public schoolprofessionals. The Professional Development School (PDS) provided thecontext for this study. The purpose of the study was to confirm theexistence of and describe the collaboration formation process interms of its phases of development. A conceptual framework wasdeveloped for the study integrating the theoretical components. Aninquiry-based, qualitative research design was employed.

The basic unit of analysis was the College of Education. Sevenresearch institutions were chosen using purposeful sampling. Four ofthe institutions were classified as Land Grant universities and threewere State System. Individual interviews were conducted withsixty-two respondents. A prescribed set of open-ended questions wereused for the interview. The interviews were conducted with selectededucation faculty, college and school administrators, teachers, andgraduate students who were working together to establish ProfessionalDevelopment Schools.

A within-site analysis was conducted for each of the seveninstitutions. Following, an analysis was conducted across all seveninstitutions or cases to increase generalizability of the study'sfindings.

The first conclusion of this study was that there is a clearlydefined process that is virtually identical across all seveninstitutions that are establishing Professional Development Schools.Second, the process involved formalization and centralizationactivities wherein, education faculty and public school teachersspend a substantial amount of time in dialogue. The dialogue servedas the initial phase of the collaboration formation process asactivities and governance procedures were determined. The thirdconclusion was that there is always a particular activity in whichboth groups have a vested interest that is utilized to initiatecollaboration. Fourth, the issue of administrative support was foundto be critical to the process and exerted a great deal of influence. A pattern of a process was revealed in the data analysis, as wellas a view of some of the political factors perceived to be importantbut rarely examined. The recommendations seek to assist educationreform efforts and improve the quality of administrative functionsoften associated with organizational change.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological

(5) Title: DIALOGIC CRITICAL APPROACHES TOWARDS EDUCATIONAL REFORM: AN INTERPRETATION OF CHANGE AT THREE MIDDLE SCHOOLS

Author: BINKO, JULIE MARIE
UNIVERSITY OF MINNESOTA Degree: PHD Date: pp: 203
Advisor: DOBBERT, MARION
Source: DAI-A 53/12, p. 4183,

Research Problem: This study experimentally explores a newly developed tool, Dialogic Critical Ethnography (DCE). DCE is grounded in otheranthropological and critical interpretation strategies. DCE expandsinterpretation by addressing the shortcomings of

present, applied,ethnographic methodologies--particularly their failure to address thelarger social context and to incorporate self-reflexiveness.
It is illustrated by employing an idealized heuristic socialmodel, the eco-pacifist future, to document and interpret change forthree middle-level school case studies. The future model is based onprojections of sociocultural trends, such as constantly changingdemographic and economic profiles, and continual movement towardsglobal interdependence. Scholarly, critical and social ideas, suchas, holism, community vs. corporate loyalty, evolutionary change,emancipatory democracy, and participants' roles are used to describeeducational reorganization. The study proposes five essentialelements for a process-oriented curriculum using scholarly,pedagogical ideas, such as, participatory learning, developmentaleducation, and expanding human dimensionality. The interpretive process of DCE compares the eco-pacifist modelheuristically--sifting through case study data to discover policyimplications to support further change. DCE interpretation isintended to generate a discussion rather than a solution. DCE canresult in four outcomes--(a) creating a social context for discussingthe purpose of public institutions, (b) documenting change withreference to a predetermined future, (c) deciding how to implementpolicy, or (d) negotiating and designing another community-basedfuture to act upon. The results of this reflective study are two-fold. First,comparing three case studies to the eco-pacifist future modelgenerates several policy implications for effective schooling. Theimplications suggest that policy should address both the holistic andthe participatory nature of schools including the larger social andeconomic context, curricular and instructional elements, communitybase, and roles of participating teachers, administrators, andfamilies. Second, the study indicates that educational research needsto become, in all phases, an advocacy-based, collaborative-, and anaction-oriented endeavor. Educational research should incorporateseven characteristics to support this role: (a) seeking pragmaticknowledge; (b) insisting on grounded knowledge; (c) being systemic ininquiry; (d) using multiple perspectives; (e) including multiple timedimensions; (f) being critical; and (g) being reflective.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(6) Title: OUTCOME-BASED EDUCATION: ELUCIDATION OF A CONCEPT (EDUCATIONAL REFORM, RESTRUCTURING)
Author: BOUGHNER, CAROL JEAN
UNIVERSITY OF MINNESOTA Degree: PHD pp: 236
Advisor: KIMPSTON, RICHARD D.
Source: DAI-A 54/05, p. 1649, Nov 1993

Research Problem: Outcome-based education (OBE) is in the forefront of the nation's educational reform movement. OBE is "... being pursued atthe state level as the most promising strategy for improvingeducation for all students in 42 of the 50 states" (Varnon & King,1993, p. 16). The terms that communicate OBE, however, are usedvariously and hence obscurely. These terms may be no more thanslogans not in congruence with substance. A comprehensive review ofthe materials of OBE's leading proponents identifies nine keyconcepts of the movement. The present study elucidates these keyconcepts of OBE and examines one of its central defining terms,"outcomes," in-depth, in order to determine whether the concept, asused by leading OBE proponents, contributes to the theory andpractice of curriculum from a historical perspective.
The study's method of conceptual analysis integrates a systematicanalysis of trends and issues in contemporary society, a historicalanalysis of the term "outcomes" in educational thought, and ananalysis of contemporary scientific understandings. This conceptualanalysis reveals that the OBE approach to education is distinctivehistorically in two respects. First, the approach is designed toachieve three long-standing goals of

American education: quality,equity, and efficiency. Adult role-based abilities is a key featurein achieving integration of the three goals. Second, a new realism ofpractice pervades the approach. Multidimensionality of assessmentaddresses the complexity of human abilities and its variability ingiven contexts.
Transfer of higher order outcomes and participatory roles areidentified as two key assumptions of OBE. Several research questionsrelated to the key assumptions are suggested for furtherinvestigation.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(7) Title: AN INVESTIGATION OF THE EFFECTS OF COOPERATIVE LEARNING ON COMPUTER-MONITORED PROBLEM-SOLVING
Author: DYER, LINDA DOROTHY CLARK
UNIVERSITY OF MINNESOTA Degree: PHD pp: 232
Source: DAI-A 54/04, p. 1213, Oct 1993

Research Problem: The purpose of this study was to determine if there were differences in achievement or attitudes among students who weretrained in the use of cooperative skills (structured pairs) versusstudents told to work together (unstructured pairs) versusindividuals when solving problems using a computer simulationprogram.
Seventy-two fifth grade students were stratified into a high anda low group based on prior standardized achievement test scores andthen randomly assigned to the three groups. The structured pairs andthe unstructured pairs were randomly assigned partners within eachgroup; one low and one high subject per pair. The computer was usedto present activities and subject matter, and as an aid to monitorachievement.
The five week study was divided into two parts; a three weektraining phase when structured pairs received cooperative skillstraining, and two week retention phase. Teachers were randomlyassigned to each condition and rotated through the three conditions.This assured that each teacher met with each group the same number oftimes. The dependent variables were academic achievement and attitudes.An attitudes instrument was administered pre- and post study andachievement instruments were administered after the training andretention phases. All subjects in the three groups covered identicalcontent (mathematics, Lewis and Clark) in the classrooms and workedwith the same computer programs while in the computer lab. Theresearcher planned and scripted all lessons and conducted trainingsessions for the teachers. Independent observers assessed the use ofcooperative skills by the structured pairs and unstructured pairsgroups. All three groups were video-taped during sessions in thecomputer lab.
Results of achievement instruments indicated no significantdifferences among groups. No group was better, or worse for high orlow subjects. Attitudes significantly improved in the structured pairs group(Positive Goal Interdependence, Cooperation, Computers) and declinedsignificantly for the individuals (Positive Goal Interdependence,Resource Interdependence). Teachers indicated strong preferences forcooperative learning as there were many unexpected positive results.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(8) Title: EFFECT OF CONTENT ORGANIZATION AND PROBLEM-ORIENTED STRATEGIES IN THE IMPROVEMENT OF COGNITIVE SKILLS
Author: ELMORE, ROBERT LEE
UNIVERSITY OF MINNESOTA Degree: PHD pp: 155
Advisor: SAMUELS, S. JAY; TENNYSON, ROBERT D.
Source: DAI-A 54/12, p. 4342, Jun 1994

Research Problem: This study tested instructional variables hypothesized to

improve the learning of domain-specific cognitive (e.g., problemsolving) skills by controlling the structure of the content to belearned and by having students solve domain-dependent problems.

Two independent variables were tested: content structure analysis(contextual module analysis vs. taxonomic content analysis) andproblem-oriented strategies (content-dependent simulations vs.content-independent simulations). A taxonomic content analysis isbased upon the attributes of a given domain of information. Acontextual module analysis is the abstraction of attributes intoassociative networks that represent an expert's knowledge base inmemory. Problem-oriented simulations present domain-dependentproblems which provide practice in developing problem-solving skills.

The first hypothesis was that those students receivinginstruction based upon the contextual module analysis would have abetter organized knowledge base than students receiving instructionbased on the taxonomic content analysis. The second hypothesis wasthat the content-dependent problem-oriented simulations would be moreeffective for the students receiving the contextual approach becausetheir knowledge structure would be problem-oriented.

The research study involved 51 graduate students in education atthe University of Minnesota. The students were randomly assigned toone of four treatment conditions, (1) Contextual Module Analysisdesign with content-dependent simulations, (2) Contextual ModuleAnalysis design with content-independent simulations, (3) taxonomicanalysis design with content-dependent simulations and (4) taxonomicanalysis design with content-independent simulations. At theconclusion of the instruction all students received aproblem-oriented simulation of business operations management.

The data were analyzed using a two-way multivariate analysis ofvariance. Three dependent variables were tested: scores on a posttestof declarative and procedural knowledge, total number of decisionsduring the simulation and the profit earned during the simulation.

The results of the study showed no significant differences inperformance between the four treatments. There were large differencesin scores on the final simulation, but a high variance, probably dueto differences in computer skills, limited the significance of thesedifferences.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(9) Title: STILL, ANIMATED, OR NONILLUSTRATED ON-LINE HELP WITH WRITTEN OR SPOKEN INSTRUCTIONS FOR PERFORMANCE OF COMPUTER-BASED PROCEDURES (STILL GRAPHICS, ONLINE INSTRUCTIONS)
Author: HARRISON, SUSAN MARIE
UNIVERSITY OF MINNESOTA Degree: PHD pp: 278
Advisor: SALES, GREGORY C.
Source: DAI-A 54/11, p. 3976, May 1994

Research Problem: This study investigated the relative effectiveness of on-line help involving written or spoken instructions with or withoutstill graphics or animated visuals on the performance ofcomputer-based procedures. Subjects in the sample of 176undergraduates were randomly assigned to one of the six treatmentgroups: written, nonillustrated; written, still graphic; written,animated; spoken, nonillustrated; spoken, still graphic; and spoken,animated. On-line help consisted of instructions for seven HyperCardauthoring procedures on a Macintosh computer.

For each of the seven procedural tasks, task instructions werepresented, and subjects were asked to immediately complete the task.After finishing the initial series of seven tasks, subjects completeda second set of seven tasks without access to on-line help. Thesecond set consisted of three tasks identical to and four taskssimilar to tasks in the

original set. Subjects completed the secondset of tasks again five days later without access to on-line help. AHelp Evaluation was then administered.
Dependent variables included two types of completion rates(percent of group completing all tasks and percent of all taskscompleted), errors per step attempted, and elapsed time in attemptingto complete a task. Data were collected for task sets and for on-linehelp instructions. Task data were examined based on when performed(immediate, delayed, 5-day delayed), task type (identical, similar),and task length (long, short). Results consistently revealed that visuals (still graphic oranimated) in the on-line help instructions enabled adult subjects tosignificantly (p $<$.01) perform more procedural tasks in less timeand with fewer errors than did subjects who did not have visualsaccompanying the on-line help instructions. Differences between stillgraphics and animation were nonsignificant. Subjects in the spokenconditions were faster and more accurate for the initial set of tasksthan were subjects in the written conditions, but results werenonsignificant. Recommendations for future research and implicationsfor designing and evaluating on-line help for computer-basedprocedures in a graphical user interface environment are included.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-delib.

(10) Title: THE EFFECTS OF TYPES OF FEEDBACK ON PERFORMANCE AND ATTITUDE IN COOPERATIVE AND INDIVIDUALIZED COMPUTER-BASED INSTRUCTION (COOPERATIVE LEARNING, INDIVIDUALIZED LEARNING)
Author: HUANG, CHIN-YUN
UNIVERSITY OF MINNESOTA Degree: PHD pp: 194
Advisor: SALES, GREGORY C.; HOOPER, SIMEN R.
Source: DAI-A 54/05, p. 1655, Nov 1993

Research Problem: This study examined the effects of type of feedback and group composition on performance, efficiency, time on task, andattitudes during a computer-based cooperative lesson. A total of 120university students were classified as high- or low-prior knowledgeand randomly assigned to paired or individual treatments and to oneof three feedback conditions, No Feedback (NF), Knowledge of CorrectResponse (KCR), and Elaborative Feedback (EF). Students completedtraining to enhance small group interaction before completing acomputer-based tutorial lesson. At the end of the lesson, allstudents individually completed an attitude questionnaire; two weekslater they completed a retention posttest. Time on task for eachcomputer was also recorded. Efficiency of learning was calculated bydividing each student's retention posttest score by their lessoncompletion time.
Results showed that students demonstrated increased achievementand efficiency and better attitudes to the delivery system, tosubject matter and to group work following cooperative learning.Students who were in the elaborative feedback and the KCR feedbackachieved higher scores than students in the no feedback condition.High-prior knowledge students scored better than low-prior knowledgestudents on all outcomes, except attitudes. Students who receivedelaborative feedback spent more time than those who received KCRfeedback or no feedback. Furthermore, students working in groupsrequired significantly more time to complete the lesson than didstudents working alone. The no feedback condition within astructuring cooperative environment promoted more efficient learningthan that individual alone. The implications for designing feedbackwithin group-based instruction and future research are discussed.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-scient.

(11) Title: THE EFFECTS OF LEARNER CONTROL AND GROUP COMPOSITION ON STUDENT PERFORMANCE, INTERACTION, AND ATTITUDES DURING COMPUTER-BASED COOPERATIVE LEARNING
Author: SIMSEK, ALI
UNIVERSITY OF MINNESOTA Degree: PHD Date: 1993 pp: 248
Advisor: CARRIER, CAROL A. 23, Oct 1993

Research Problem: This study examined the effects of instructional control and group composition on performance, interaction, and attitudesduring a computer-based cooperative science lesson. A sample of 152fifth and sixth grade students, working in pairs with partners ofsimilar or dissimilar abilities, completed the instruction eitherunder the learner control (LC) or the program control (PC) treatment.In the LC treatment, pairs exercised collaborative control over theamount, review, and sequence of instruction. Pairs in the PCtreatment followed a fixed instructional path. At the end of thelesson, all students individually completed an achievement posttestand an attitude questionnaire. They also indicated their confidenceby predicting the score on the posttest. An identical test wasadministered two weeks later to measure retention. Time on task foreach group and interaction in representative groups were alsorecorded. Results showed that both heterogeneous grouping and learnercontrol had significant effects on learning, time on task, verbalinteraction, and attitudes. Those working in heterogeneous groupsindicated higher levels of confidence than those working inhomogeneous groups. High-ability students scored better thanlow-ability students on all outcomes, except attitudes. Theimplications for designing group-based microcomputer software andfuture research are discussed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(12) Title: COLLABORATIVE LEARNING IN HIGHER EDUCATION: A STUDY OF A COMMUNITY COLLEGE, A STATE FOUR YEAR COLLEGE AND A PRIVATE UNIVERSITY IN NEW JERSEY
Author: VAN DUYNE, VIRGINIA ANDERSON
School: SETON HALL UNIVERSITY, SCHOOL OF EDUCATION
Degree: EDD pp: 288
Advisor: SHAY, MEL
Source: DAI-A 54/03, p. 801, Sep 1993

Research Problem: The purposes of this study are: (a) to discover to what extent collaborative teaching methods are found in a communitycollege, a public four year college, and a private university; (b) ifused, to identify the format or characteristics of collaborativelearning; (c) to discover the students' perceptions of thismethodology; (d) to discover if positive effects are identified bythe students in the collaborative classroom.
Two questionnaires, copyrighted by Johnson & Johnson of theUniversity of Minnesota, were used for this study. The Use OfCooperative Groups was mailed to four hundred and sixty-eightfull-time faculty, who taught college credit courses in the communitycollege, the private university, and the four year college. The instructors who indicated by the questionnaire that they usecollaborative teaching methods and were willing to do so, distributedThe Classroom Life Measures (short form) to all the students in oneof their classrooms. Analysis of the data indicate that of the respondents to The Useof Cooperative Learning questionnaire, fifty-four percent did usecooperative groups, that an average of thirty-three percent of theclass time was spent in groups, that groups were formedheterogeneously and that groups do not actively interact with themembers of the group, neither do they share materials.The data also show that the techniques to master interpersonalskills were not identified or demonstrated to the students by theinstructors. Instruction in social skills was not found among thecoilege instructors.
The Classroom Life Measure found that the students had agenerally positive attitude toward Cooperative learning, teacheracademic support and teacher personal support. Fairness of grading,by the instructors ranked the highest among all the questionnairefactors. The students had a neutral attitude toward peer support,class

friends, and peer personal support.The twelve factors of the Classroom Life Instrument were analyzedby the Anova test. Statistical mean differences were found among thethree student populations in the areas of fairness of grading,teacher academic support, positive goal interdependence, achievingfor social approval, and academic self-esteem.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(13) Title: DEVELOPMENTALLY APPROPRIATE PRACTICES IN UNIVERSITY CLINICAL PLACEMENT SITES: KINDERGARTEN TEACHERS' BELIEFS AND OBSERVED CLASSROOM PRACTICES (TEACHER BELIEFS)
Author: IRVINE, GRETCHEN KRANZ
UNIVERSITY OF MINNESOTA Degree: PHD pp: 146
Advisor: HANSEN, HARLAN S.
Source: DAI-A 54/05, p. 1666, Nov 1993

Research Problem: In 1987, the National Association for the Education of Young Children published the document Developmentally AppropriatePractices in Early Childhood Programs Serving Children from BirthThrough Age 8. In this study, thirty-two kindergarten teachers whoserved as cooperating teachers for student teachers from a largeuniversity were asked to report about their beliefs and actualclassroom practices regarding "developmentally appropriate practices"through the instrument the Teacher Questionnaire (Charlesworth,1989). Correlational analysis of teachers' self-reported beliefs andpractices was nonsignificant. The correlation between inappropriatebeliefs and inappropriate practices was significant, r =.59. Subjectswere asked to rank order the following factors: principal, otherteachers, school district policy, state regulations, teacher (self)and parents regarding which influences the decisions made in theclassroom. Twenty-six ranked themselves as having the most influence.When asked which factors were barriers in the full implementation ofappropriate practices, the most frequently-mentioned response wastime. The researcher visited each classroom, and completed theClassroom Practices Inventory (Hyson, 1989), an observation toolwritten to operationalize the NAEYC Guidelines. Findings showedsixteen of the thirty-two classrooms were considered "developmentallyappropriate." Methods for placing student teachers were examinedthrough an institution survey, which indicated the procedures at theuniversity, and a coordinators' survey, which indicated the stepstaken by the student teaching supervisors who place student teachersinto specific classrooms in the Student Teaching Centers. The levelof appropriate practice was not directly mentioned in any response onthe surveys. Form of Curriculum Inquiry: scientific

(14) Title: RELATIONSHIP BETWEEN HOME LITERACY ENVIRONMENT AND FOUR-YEAR-OLD CHILDREN'S LITERACY READINESS
Author: LEE, GUANG-LEA
UNIVERSITY OF MINNESOTA Degree: PHD pp: 152
Advisor: HANSEN, HARLAN S.
Source: DAI-A 54/05, p. 1666, Nov 1993

Research Problem: The research was conducted to test the hypothesis that early parental involvement in children's learning activities is asignificant predictor of children's literacy readiness.
Four important variables were explored: (1) the incidence andduration of reading activities provided by parents to children sincebirth, (2) the incidence and duration of oral language interactionbetween parents and children, (3) the availability of literacymaterials provided by parents, and (4) the extent to which parentswere model readers. The dependent variable in this study is the scoreacquired from a literacy readiness test (TOLD-p: Test of LanguageDevelopment-primary) and the five subtests of the TOLD-p. Forty children and their parents who attend to ECFE (the EarlyChildhood Family

Education) program during winter quarter of 1993 inthe St. Paul School District were involved in the study. A Stepwise Multiple-Regression Analysis was used to determine therelationship between the four independent variables and six dependentvariable (scores on TOLD-p and five subtests). Also, a home literacyenvironment questionnaire was designed and used to determine thedegree of parental involvement in developing children's literacyreadiness. The result of the Stepwise Multiple-Regression showed thatthe best predictor of literacy readiness among oral reading, orallanguage interaction, literacy material, and model reading is parentmodel reading that explained 17% of the variance. The three homeliteracy environment, model reading, oral reading, and literacymaterial explained 25% of the variance of TOLD-p and showedstatistically significant relationship.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(15) Title: A STUDY OF INSTRUCTIONAL ASSISTANTS' JOB SATISFACTION AND SUPERVISING TEACHERS' LEADERSHIP BEHAVIOR
Author: PREST, GARY STEPHEN
UNIVERSITY OF MINNESOTA Degree: EDD pp: 165
Advisor: MUELLER, VAN D.
Source: DAI-A 54/05, p. 1670, Nov 1993

Research Problem: The purpose of this study was to: (1) investigate the relationship between the expressed job satisfaction of instructionalassistants (paraprofessional) and their perception of the leadershipbehaviors of their supervising teacher; (2) investigate therelationship between the expressed job satisfaction of InstructionalAssistants and certain demographic factors associated with thesupervising teachers. The study population consisted of fortyinstructional assistants and their supervising teachers in grades K,1 and 2. Instruments used to collect the data were, the LeadershipBehavior Description Questionnaire Form-XII, the MinnesotaSatisfaction Questionnaire (short form) and demographic data ofpublic record. Instructional assistants completed both the LBDQ-XIIand the MSQ.

The results of matching leadership behaviors with general jobsatisfaction indicated that while all leadership behaviors werepresent only eight had relationship with the general satisfactionexpressed by the instructional assistants. The eight behaviors werereconciliation, initiation of structure, consideration, tolerance forfreedom, persuasion, predictive accuracy, tolerance of uncertainty,and superior orientation. The frequent use of specific leadership behaviors influenced thegeneral satisfaction of the instructional assistant and the reductionor infrequent use of specific behaviors reduced the tendency towardhigher levels of general satisfaction. Further statistical analysisoffered no evidence to suggest a relationship between the demographicdata of the supervising teacher and general job satisfaction of theinstructional assistant. Conclusions include: the twelve leadership behaviors occurnaturally when a relationship of supervisor and subordinate wasassigned; that supervising teachers use leadership behaviors andspecific leadership behaviors are associated with job satisfaction;supervising teachers need to be aware of their leadership behaviorsand the potential impact of job satisfaction of subordinates; highfrequency of use of significant leadership behaviors tend to beassociated with high job satisfaction, that low frequency of use ofleadership behavior tend to be associated with low job satisfaction;general job satisfaction of the instructional assistant is notinfluenced by demographic factors defining who the supervisingteacher is; demographic variables had no significant relationshipwith job satisfaction of the instructional assistant; demographicdata does not predict the frequency of use or the importance of anyparticular leadership behavior.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(16) Title: THE EFFECTS OF GUIDED AND UNGUIDED CREATIVE WRITING ACTIVITIES ON SPELLING ACHIEVEMENT IN FIFTH-GRADE
Author: SIMLE, MARY ALICE PEHRSON
UNIVERSITY OF MINNESOTA Degree: PHD pp: 216
Advisor: MONSON, DIANNE L.
Source: DAI-A 54/02, p. 422, Aug 1993

Research Problem: Using an experimental design, this study examined: (1) Whether creative writing activities affect spelling achievementscores, and (2) What are the effects of creative writing activitieson the content and number of spelling errors (mechanics) of students'writing at the fifth grade level.

Three different instructional groups were established. (1) TheControl group followed a weekly spelling lesson designed by thespelling series currently used by the school district. (2) Treatment1 group spent the designated spelling time solely on creative writingactivities. Students included three to eight words selected from eachweek's spelling lesson in creative writing activities. Words chosenfor inclusion by students were taken from the spelling seriescurrently used by the school district. (3) Treatment 2 group spentthe designated spelling time solely on creative writing activities.The words used in each activity were not bound by any conditions. Thestatistical analysis were four one-way analyses of covariance. Ineach analysis the three different groups were treated as oneindependent variable with three different levels: Control, Treatment1, and Treatment 2. In the first analysis the pretest from thespelling series for fifth grade was used as the covariate and theposttest as the outcome. In the second analysis the pretest from theachievement test (Comprehensive Test of Basic Skills) was used as thecovariate and the posttest as the outcome. In the third and fourthanalyses, the Cognitive Skills Index (mental ability) was used as thecovariate in order to examine the content as well as the number ofspelling errors per 100 words of a final creative writing projectfrom each student involved in the study.

Results indicated that the groups who had exposure to spellingtextbooks and/or spelling list (Control and Treatment 1 groups)scored significantly better on the textbook test than the group whodid not have the same exposure (Treatment 2). Further resultsindicated that on a standardized test of words unfamiliar to allthree groups, and on the content and number of spelling errors in afinal creative project students did not differ significantly from oneanother.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(17) Title: RHETORIC AND RELATIONSHIPS: COLLABORATIVE WRITING AT A SOCIAL SERVICE AGENCY
Author MOSES, JOSEPH KENT
UNIVERSITY OF MINNESOTA Degree: PHD pp: 141
Advisor: BROWN, ROBERT L. JR.
Source: DAI-A 54/12, p. 4380, Jun 1994

Research Problem: This qualitative study proceeds by situating the investigator between two communities and the discourses by which theyare structured. It establishes the investigator as a certified memberof the community fostered by a social service agency. It alsoestablishes the investigator as a member of an academic community. Itdetails the goals, the process, and the conflicts that arise in thecourse of a collaborative writing project sponsored by the agency.

In describing the agency's mission and the language practicesthat prevail in its routine meetings, its training materials, itsprograms' small group forums, and a collaborative writing project,the study proposes that the persuasive power of discourse inheres notonly in rhetorical modes and fluency in the formal constraints oflocal discourse, but in the relationships among individuals strivingto transform language into social action.

The organization's efforts to replicate its programs and itsdiscursive practices throughout the country require that its languagebe constantly monitored, rehearsed, and described by members of thecommunity. Organizational rhetoric structures the agency, itsprograms, and the relationships fostered within them. Organizationalrhetoric is defined as oral and written discursive practices thatmediate the knowledge, assumptions, and beliefs held by members ofthe organization and articulated to meet the organization's goals.Accordingly, the study analyzes routines of training and supervision,office management, the production of curriculum, and the ongoingmaintenance of its direct service programs, and it describes theagency's articulated goals of fostering relationships suited toperpetuating its organizational rhetoric. Writing classrooms are similarly structured to monitor, rehearse,and describe language practices thought useful to writing students.This study asks how the academy formulates relationships for writingand whether academic rhetorical instruction fosters relationshipsthat aid in the production of effective writing in academic andnonacademic forums.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Action research

(18) Title: CORRELATION BETWEEN THE CONSISTENT USE OF A GENERAL PROBLEM-SOLVING STRATEGY AND THE ORGANIZATION OF PHYSICS KNOWLEDGE (KNOWLEDGE ORGANIZATION)
Author: KEITH, RONALD LOREN
UNIVERSITY OF MINNESOTA Degree: PHD pp: 271
Advisor: FINLEY, FRED N.; HELLER, PATRICIA A.
Source: DAI-A 54/05, p. 1748, Nov 1993

Research Problem: This study proposed to investigate the relationship between students' use of a general problem solving strategy and theirresultant physics knowledge organization. Over the 20-week durationof an algebra-based introductory physics course for non-majors,students received explicit instruction in the use of a generalproblem solving strategy in addition to instruction in physicsconcepts and principles. From the students in this Experimentalcourse, two groups were selected based on the consistency of theiruse of the general strategy on several regular course tests. The Usergroup of 14 students used the general strategy consistently, whereasthe Non-User group of 16 students did not.

Organization of physics knowledge was evaluated using ahierarchical problem categorization procedure. Problem categoriesformed corresponded to three levels of increasing generality (e.g.subordinate, basic and superordinate). Characteristics of expert-likeknowledge organization were established through a comparison of twoauxiliary groups. The Experts consisted of six advanced physicsgraduate students. The Traditional Novices consisted of ten studentswho had completed one quarter of an introductory physics course whichdid not involve explicit instruction in a general problem solvingstrategy. Between Experts and Novices, differences in problemcategory contents were found at each level of categorization. At thebasic level, Experts emphasized solution principles whereas Novicesmore frequently relied on superficial features of problems.Similarly, in the differentiation of subordinate categories, Expertspreferred procedural distinctions while Novices attended tosuperficial features. At the superordinate level, Experts organizedproblems around broad physics principles. Nearly all Experts formed acategory referring to "conservation principles" but no Novices did.

Consistent use of a general strategy was correlated withexpert-like-ness in physics knowledge organization. Although thedifferences were only significant at the subordinate level, the Usersexhibited more expert-like categorization than the Non-Users at eachlevel of categories. Moreover, the Users were significantly moreexpert-like than the Traditional Novices at each level. In contrast,the Non-Users were distinct from the Traditional Novices only at thesuperordinate level. These results suggest an interaction existsbetween

consistent use of the strategy and the Experimental courseinstruction. The implications for physics instruction are discussed.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(19) Title: INSTRUCTION IN WRITING FOR PRESERVICE TEACHERS: ITS EFFECT ON CLASSROOM INSTRUCTION AND ON THE ATTITUDES OF INSERVICE TEACHERS TOWARD WRITING INSTRUCTION. (VOLUMES I AND II)
Author: MENK, ROLLAND RUBEN
UNIVERSITY OF MINNESOTA Degree: PHD pp: 426
Advisor: MONSON, DIANNE L.
Source: DAI-A 54/05, p. 1765, Nov 1993

Research Problem: The study investigated two questions: "Can preservice teachers instructed in a specific writing model, a writing processteaching model, effectively implement and carry out the teaching ofthis model?" and "Does such implementation and instruction bypreservice teachers change the attitude of experienced inserviceteachers toward writing instruction?" Of secondary importance was thequestion: "Does such instruction by the preservice teachers improvethe writing of the students?"
Subjects included 13 preservice teachers, 12 inservice teachers,and 272 students in grades one through eight.
In 22 50-minute class periods, the researcher focused oninstruction of the preservice teachers in the philosophical andtheoretical base of the process approach to teaching writing and onthe training in the use of the process model. In addition, theresearcher used five 50-minute laboratory periods to focus on thepractical aspects of implementing the process model. In theirassigned student teaching classrooms, the preservice teachersimplemented and carried out the teaching of the process writingmodel. There were 32 process writing (writing workshop) 40-minuteinstructional sessions. Findings from direct observation by the researcher, videotapedand audiotaped writing workshop sessions, an inservice teacherchecklist, and preservice teacher and inservice teacher logs indicatethat the behaviors exhibited by the preservice teachers seem tosuggest their ability to establish and maintain the writing workshopmodel in the student teaching classrooms.
Responses to the Emig-King Writing Attitude Inventory Scale andthe Post-Response to the Writing Workshop suggest that inserviceteachers did change in attitude toward writing and writinginstruction. Attitudinal changes are particularly evident in how theinservice teachers rated the effectiveness of instructional andprocedural facets pertaining to the writing workshop model and intheir willingness to incorporate facets of the writing workshop intotheir writing instruction.
Two trained raters scored the fifth through eighth gradestudents' writing using a holistic assessment instrument. The qualityof writing improved for 30% of the 114 students evaluated.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-evaluative-normative

(20)Title: LEARNER-CONTROLLED LESSONS IN COOPERATIVE LEARNING GROUPS DURING COMPUTER-BASED INSTRUCTION
Author: TEMIYAKARN MCDONALD, CHANCHAI SINGHANAYOK
UNIVERSITY OF MINNESOTA Degree: PHD pp: 226
Advisor: JOHNSON, ROGER; HOOPER, SIMON
Source: DAI-A 54/12, p. 4414, Jun 1994

Research Problem: This study investigated the effects of studying alone or in cooperative-learning groups on the performance of high and lowachievers. We also examined the effects of completing computer-basedinstruction using either learner- or

program-control. A total of 92sixth-grade students were classified by Stanford Achievement Test(SAT) Scores and randomly assigned to group or individual treatments,stratified by SAT scores. Four classes participated in the studysimultaneously, within a 3-week period. During the first weekstudents completed the training. Students in each treatment attendeda training session for 50 minutes. During the second week studentswere randomly assigned to one of four treatment groups, in which theycompleted the computer lesson. Twenty-four students were assigned towork in heterogeneous pairs with the learner-controlled/cooperativeversion of the computer-based tutorial; 22 students were assigned towork in heterogeneous pairs with the program-controlled/cooperativeversion of the computer-based tutorial; 46 students were assigned towork individually, half in the learner-controlled and half in theprogram-controlled version of the computer lesson. All subjects weretold that they would take the immediate and delayed post-testsindividually. The immediate post-test and attitude tests wereadministered during the last period of the day, on the same day asthe computer-based tutorial. One week following the experiment,students completed the delayed post-test individually. A completelycrossed, 2 x 2 (Source of Control x Grouping) design, a randomizedblock design, 2 x 2 x 2, and a completely randomized design were usedto analyze the data. Both high and low achievers in the cooperativetreatment increased achievement on program-controlled andlearner-controlled computer lessons. The learner-controlledcooperative learning group made more options while checking theirconcept learning, and spent more time interacting with thelearner-controlled computer-based tutorial, than thelearner-controlled individual learning group. It appears that thecooperative learning group's attitude toward grouping was better thanthe individual group. There was no significant difference in anytreatment factor on attitude toward lesson.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(21) Title: CONTRACT LEARNING: AN INSTRUCTIONAL METHOD FOR EDUCATIONAL CARE IN A PHARMACY COMMUNICATIONS COURSE

Author: JANKE, KRISTIN KARI

UNIVERSITY OF MINNESOTA Degree: PHD pp: 213

Advisor: STRAND, LINDA MAE

Source: DAI-B 54/11, p. 5615, May 1994

Research Problem: The aim of pharmaceutical education is to educate pharmacy practitioners. Therefore, when pharmacy practice changes, educationmust change. Today, pharmacy practice is committing itself topharmaceutical care. It follows that education must change to preparefuture pharmacists to practice under this new practice model.

A model for education, called educational care, proposes to guidepharmacy education in the preparation of pharmaceutical carepharmacists. The model focuses on the pharmacy student'seducation-related needs and outlines the process that a facilitatorand learner follow to optimize learning. However, the instructionalmethods to be used during this process have not been identified. Inaddition, the instructional methods currently utilized in pharmacyeducation do not optimize learning.

To confront the need for new instructional methods, thisdissertation investigates the utilization of contract learning inpharmacy education. The benefits of contract learning have beenreported in other disciplines, however, no evidence was found thatresponses have been documented in pharmacy students.

Specifically, this study is organized around four objectives:First, to determine pharmacy students' perceptions and appreciationof non-traditional variables reported present in previous contractlearning investigations. The ten study variables include: freedom todevelop interests, responsibility for learning, flexibility ofactivities, control of learning,

control of grade, activeinvolvement, motivation, student interaction, teacher-student trustand teacher-student collaboration. Second, to determine pharmacystudents' perceptions of various modifications to contract learningprocedures. Third, to determine pharmacy students' views on the useof contracting in the future. Fourth, to determine pharmacy students'understanding of the ten study variables.

This study shows favorable support for contract learning.Students perceived that contracting fostered flexibility,responsibility and the other study variables, more than theirprevious educational experiences. In addition, students perceivedthat modifications to contracting, such as contracting by pairs, weresuccessful. Furthermore, students were supportive of the use ofcontracting in the future. Finally, students provided an intriguingvariety of definitions for the study variables.

This study provides initial evidence supporting the use ofcontract learning in pharmacy education. However, complete supportfor contract learning cannot be given until instructors' views andeducational outcomes have been investigated.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(22) Title: EDUCATION WITH THE PEOPLE: 'RACE', PEDAGOGY AND LITERACY (WRITING INSTRUCTION)
Author: BOCK, MARY ANN
UNIVERSITY OF MINNESOTA Degree: PHD pp: 212
Advisor: BROWN, ROBERT L. JR.; MESSER-DAVIDOW, ELLEN
Source: DAI-A 54/06, p. 2131, Dec 1993

Research Problem: The Style Presentations curriculum is a collaborative reading, writing and public speaking assignment designed for use bypeer groups in the undergraduate writing classroom (Bock 87). Thecurriculum was conceived in response to student characteristicsattributable to their socialization as "racial" subjects, and seeksto foster the educational advancement of "students of color" as wellas the critical capacity of "white" students. More than a promotionof the curriculum as a model to be followed, the dissertation seeksto identify the ways in which "race" and particularly "whiteness"bear on literacy education. The dissertation also explores theefficacy of the Style Presentations curriculum as an exercise ofinstitutional authority, both resistant to and reliant upon the powerstructures of the culture. Though the curriculum was developedspecifically in response to race and its social consequences, thework is informed by contemporary theories of race, gender, class,literacy, composition and education and may be regarded moregenerally as anti-hegemonic.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical

(23) Title: A MASTER OF SOCIAL WORK CURRICULUM: A BEACON FOR OR A MIRROR OF SOCIETY? (SOCIAL WORK)
Author: BURKE, STEPHEN CHARLES
UNIVERSITY OF MINNESOTA Degree: PHD pp: 227
Advisor: WATTENBERG, ESTHER
Source: DAI-A 54/04, p. 1560, Oct 1993

Research Problem: Social service delivery systems have undergone changes over the past decade and are facing the likelihood of even greaterchanges in role and functions in the years to come. These changesprovide reasons to question if our graduate schools have kept pace interms of research and the transmission of relevant knowledge andskills, or do schools prepare students for positions and tasks thateither no longer exist or have applicability for a limited range ofjobs. This study examines the "fit" between curriculum content andsocial work job tasks.

The framework for establishing the relationship between job tasksand curricular content takes the form of a content validationstrategy. The framework measures job-relatedness

by assessing theextent to which the content of the educational component samples thecontent of the job (Teare, Sheafor, 1986).
Three practice models representing vital and diverse areas ofpractice were developed for this study. Two of these models reflectpractice in the public sector with the third model representative oftasks that practitioners perform in private practice settings.
Survey methodology was employed to collect job task data fromsocial workers that represented the practice models or job types.Correlational statistics were used to ascertain the "fit" between jobtasks and curriculum content. The results of the study evidence acurriculum thrust highly compatible with the private practice andpublic sector case management models.
This study has implications for both educators and agencyemployers alike. In terms of education, the opportunity to compare acurriculum with work tasks allows faculty to examine the scope anddirection of their classroom efforts. Employers, on the other hand,may wish to reexamine their personnel needs in terms of where theymay want to focus their recruiting efforts.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(24) Title: IDENTIFYING ACTING TALENT: RELATIONSHIPS BETWEEN COGNITIVE COMPLEXITY, CREATIVITY AND DRAMATIC BEHAVIOR (GIFTED STUDENTS)
Author: WELCH, DOROTHY BOUCHARD
UNIVERSITY OF MINNESOTA Degree: PHD pp: 155
Advisor: BEACH, RICHARD W.
Source: DAI-A 54/02, p. 375, Aug 1993

Research Problem: A review of the literature reveals that little attention has been given to empirical measures of acting. Furthermore, it isevident that there is little research on identifying gifted studentswho have a talent for acting. This study examines the assumption thatany group differences which may be found can be attributed to arelationship between acting talent and creativity, acting talent andcognitive complexity or acting talent and specific measurabledramatic behavior. Four groups representing 15 accomplished adultactors, 15 accomplished student actors, 15 adult non-actors and 15student non-actors were tested. Data sources included measures ofinterpersonal cognitive complexity, a drawing test for creativethinking and video tapes scored by the Inventory of Dramatic Behaviorin Groups. Results showed significant group differences betweenactors and non-actors on creativity and specific measurable dramaticbehaviors at both the adult and student levels.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative.

(25) Title: AN ANALYSIS OF CURRICULUM DECISION-MAKING IN ARIZONA SCHOOL DISTRICTS
Author: BUTTS, JOHN KNAPP
UNIVERSITY OF MINNESOTA Degree: PHD pp: 200
Advisor: KIMPSTON, RICHARD D.
Source: DAI-A 53/07, p. 2220, Jan 1993

Research Problem: School districts make decisions about curriculum every day. Schools are asked by many individuals, groups and organizationsto address a myriad of societal issues. Forces influencingcurriculum decisions come from many directions. Schools are urged toestablish a process which provides a consistent and systematicapproach to district level curriculum decision making.
This study analyzed the curriculum decision-making processes oflocal school districts, with special emphasis given to thedecision-makers. What decisions were made by whom and under whatconditions? This study analyzed the curriculum decisions made inlocal school

districts with respect to decision-makers and therational/political processes through which these decisions were made.The naturalistic curriculum development model (Walker, 1971) servedas a framework for analysis of the curriculum processes and decisionsstudied. Specific research questions were detailed in Chapter One ofthe study.
A comparative case study design was used in this study. Two major"curriculum decisions" in each of three school districts were studiedwith respect to the stated set of research questions.
Based on the findings of the study, the author concluded that,(1) a "gatekeeper" controls the curriculum development process inschool districts; (2) the use of a platform as proposed by Walker(1971) has a powerful influence on decision making; (3) a district'smission, values, and beliefs should be part of the platform; (4)district curriculum systems are not set up for issues outside thecurriculum review cycle; (5) the curriculum review cycle is a thingof the past; and (6) the role of principals, pupils, and parents inthe process needs to be enhanced.
The study concludes with a discussion of implications of thestudy for others. Implications for research and for practice arediscussed with the role of the gatekeeper and the role of theplatform given primary emphasis.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

(26) Title: THE EFFECTS OF FIELD-INDEPENDENCE ON SECOND LANGUAGE ACQUISITION THROUGH COMPUTER-ASSISTED INSTRUCTION
Author: LIAO, LILY HWEI-MEI CHEN
UNIVERSITY OF MINNESOTA Degree: PHD pp: 208
Source: DAI-A 53/11, p. 3788, May 1993

Research Problem: The effects of field independent/dependence (FI/D) on the acquisition of English structure and written expression for ESL(English as a Second Language) college students in CAI setting wereinvestigated. One hundred and sixty-nine freshmen, identified as highFI (N = 87) or high FD (N = 82) were randomly assigned to 5 differentgroups: (1) FI in individualized mode, (2) FD in individualized mode,(3) FI in cooperative dyads, (4) FD in cooperative dyads, and (5) Fland FD in cooperative dyads. Subjects took the pre-test and post-testindividually, but they worked on 8 TOEFL CAI lessons eitherindividually or cooperatively according to the treatment group theywere assigned to. The results indicated that FI subjects outperformedFD subjects regardless of whether they had been assigned toindividualized or cooperative learning condition. No main effect forinstructional mode was found. However, a significant interactionbetween FI/D and instructional mode was found in the post-testscores. Cooperative method was advantageous for FD subjects while theindividualized method was superior for FI subjects. No significantdifference was found between the means of groups made up of two FIsubjects or two FD subjects and groups made up of one FI subject andone FD subject. Implications for future research and practitionersare discussed.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(27) Title: A META-ANALYSIS OF THE EFFECTIVENESS OF ACHIEVING HIGHER ORDER LEARNING TASKS IN COOPERATIVE LEARNING COMPARED WITH COMPETITIVE LEARNING
Author: QIN, ZHINING
UNIVERSITY OF MINNESOTA Degree: PHD pp: 186
Advisor: KIMPSTON, RICHARD D.
Source: DAI-A 53/07, p. 2229, Jan 1993

Research Problem: There are conflicting opinions about the effectiveness of

cooperative learning for problem-solving. Some research supports theargument that cooperative learning is likely to be more effective forproblem-solving than recall or decoding; whereas other studiessuggest that cooperative learning is not more effective than otherlearning structures for problem solving. This study is intended toaddress the issue through a meta-analysis of sixty-three studies from1900 to 1989 by comparing the effectiveness of cooperative learningwith competitive learning in different types of problem-solving. Acarefully defined problem-solving concept is adopted, and theproblems reviewed in the research were classified into fourcategories: linguistic problem, nonlinguistic problem, well-definedproblem and ill-defined problem. The major hypothesis of the study isthat learners are more successful in problem-solving undercooperative learning than under competitive learning. The majorfindings of this study are: (1) Learners who engage in cooperativelearning are more successful in problem-solving than those incompetitive learning. The overall mean effect size of 63 studiesreviewed is.547. All of the four types of problem-solvinginvestigated in the study favor cooperative learning. Cooperativeefforts are more successful in non-linguistic problem-solving (effectsize is.722) than in linguistic problem-solving (effect size is.366),although no statistically significant difference was found. (2) Nostatistically significant difference was found between two agegroups: younger learners (below 6th grade) and older learners (7thgrades up to adults). However, under cooperative learning, there wasa tendance for older learners to do better than younger learners inthree types of problem: linguistic, non-linguistic and well-definedproblem, but not in ill-defined problem. The effect sizes for olderlearners' achievement in each of these three types of problem-solvingare at least 0.2 standard deviations higher than those of youngerlearners. (3) It was found that for older learners, cooperativelearning promotes greater success in well-defined problem-solvingthan in ill-defined problem-solving; however, younger learners didbetter in ill-defined problem-solving than in well-definedproblem-solving. Also, some interaction effects were found betweenage and types of problem-solving. Further research is needed toexamine the hypothesis.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: historic

(28) Title: THE RELATIONSHIP BETWEEN THE RESEARCH PRODUCTIVITY AND TEACHING EFFECTIVENESS OF BACCALAUREATE NURSE EDUCATORS (NURSE EDUCATORS)
Author: MELLAND, HELEN ISABELLA HEUTZENROEDER
UNIVERSITY OF MINNESOTA Degree: PHD pp: 164
Advisor: LOUIS, KAREN SEASHORE
Source: DAI-A 53/10, p. 3455, Apr 1993

Research Problem: The purpose of this research was to study the relationship between the research productivity of baccalaureate nurse educatorsand their teaching effectiveness as perceived by nursing students.

The research was a nonexperimental, correlational, retrospectivestudy. One hundred baccalaureate nurse educators completed aquestionnaire which assessed their research productivity as well astheir beliefs regarding the pressure to publish and their preferencesbetween teaching and research. Of those 100 educators, 60administered a teaching effectiveness questionnaire to all studentsin their classes in a week. No relationship of significance was foundbetween faculty research productivity and teaching effectiveness. Thevariables of student motivation and teaching awards received werefound to be significantly positively related to teachingeffectiveness and the variable of the number of years in which anurse educator had been employed in nursing education wassignificantly negatively related to the dependent variable ofteaching effectiveness. No significant difference was found in theteaching effectiveness as perceived by nursing students of faculty atresearch, comprehensive, or liberal arts institutions nor was

anystatistical difference found in the teaching effectiveness of facultywhen evaluated based on the highest academic degree or the major ofthe highest degree.
The majority of participants reported perceiving high to intensepressure to publish. Faculty with a doctorate perceived significantlymore pressure to publish but no significant difference between theperceptions of the pressure to publish was found among tenured,untenured, or non-tenure track faculty.
The majority of faculty at all three types of institutionsbelieved they could remain current in nursing without a major focuson research and the majority believed that the increased emphasis onresearch does diminish the quality of classroom instruction. Themajority of participants would select a teaching only career track ifthey could still be promoted and achieve tenure.
Recommendations included broadening the definition of research toinclude the teaching and application of research, and theimplementation of two career tracks for faculty in higher educationwith different reward structures for teaching and research on eachtrack.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-phenomenological

(29) Title: TEASING APART VARIOUS ASPECTS OF COOPERATIVE LEARNING: A THEORY GENERATING META-ANALYSIS (RACIAL RELATIONS)
Author: FRANK, KERRY DEAN
UNIVERSITY OF MINNESOTA Degree: PHD pp: 116
Source: DAI-A 53/12, p. 4252, Jun 1993

Research Problem: The present study developed as a result of an interest in determining what specific strategies and techniques used in variouscooperative learning conditions contributed to enhanced cross-racialrelationships.
The current investigation focused on ways of operationalizingaspects of cooperative learning techniques and settings thatpotentially could account for variability in the magnitudes offindings. The resulting coding system was in large part subjective;specifically, raters were instructed to "form a subjective estimateof whether the level in each study is high or low and come to someglobal estimate." The twenty-one dimensions coded include perceptionsof types of interdependence, accountability, interaction required,degree of engagement of the task, and likely types of interactions.
A total of 51 studies were selected from a broader array ofstudies. The 51 studies were chosen on the basis of whether or notthe research (a) focused on cross-racial or cross-ethnicinterpersonal relationships, which provided the dependent variables,and (b) provided the study contrasted cooperative withindividualistic or competitive goal structures. Raters read eachstudy carefully and rated the study on the basis of the extent towhich various conceptual variables existed in the study.
The overall patterns of the findings revealed that six variableswere significantly related to the superiority of cooperative overother goal structures. They were: (1) personalized interaction/taskfocus; (2) class numerical distinctiveness; (3) school numericaldistinctiveness; (4) individual task focus; (5) democraticness ofgroup and; (6) ability based versus opinion based.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(30) Title: TREND ANALYSIS AND PREDICTION OF STUDENTS' SCIENCE ATTITUDE AND ACHIEVEMENT IN TAIWAN, REPUBLIC OF CHINA
Author: LIN, HUANN-SHYANG
UNIVERSITY OF MINNESOTA Degree: PHD pp: 141
Advisor: LAWRENZ, FRANCES
Source:DAI-A 53/09, p. 3161, Mar 1993

Research Problem: The purpose of this study was to examine elementary,

junior, and senior high school students' science attitudes andachievement in Taiwan. A stratified random sampling procedure wasused to select 380 elementary, 511 junior, and 366 senior high schoolstudents to participate in this study.

The trend analysis of elementary, junior, and senior high schoolstudents' science attitudes revealed that attitudes toward scienceare stable across the grade levels, although junior high schoolstudents' attitude mean score was slightly lower than the scores ofelementary and senior high school students.

Although most students in this study said that they would like totake more science courses. Comparisons between males and femalesrevealed that more males (in each level of elementary, junior, andsenior high schools) expressed interest in taking science courses andpursuing science-related careers than their female counterparts.

In the prediction of elementary, junior, and senior high schoolstudents' science attitudes, it was found that the five selectedvariables (time on task, hours of homework, hours of laboratory,school location, and gender) explained 3-10% of the variance. Theaddition of the three variables (wanting to take more sciencecourses, interest in science-related careers, and T.V. watching)improved the predictive ability, explaining an additional 10-15% ofthe variance.

In the prediction of junior high school students' scienceachievement, it was found that time on task, attitudes towardscience, gender, school location, and hours of homework weresignificant predictors, explaining 48% of the variance.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(19) THE UNIVERSITY OF NORTH CAROLINA
Public coed university

The University of North Carolina (UNC) at Charlotte is a modern campus of one of the oldest university systems in the United States. It is located in the largest urban center in the two Carolinas, a city with a metropolitan population of 1.2 million people. UNC Charlotte was established in 1965 as one of the 16 campuses of the University of North Carolina system. The campus is located on a 1,000-acre tract of rolling hills, forest and streams. UNC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The University is a member of the North Carolina Association of Colleges and Universities. The university emphasizes international issues, as it realizes that much of learning is international in origin and scope. The University seeks to treat each person as an individual, respecting differences and guaranteeing individual rights for all students, faculty, staff, alumni and the public.

The University of North Carolina at Chapel Hill has been educating teachers and other school personnel since its opening in 1795. The role of the University in educating teachers was institutionalized in 1885 when the Department of Pedagogy was formed. This makes it one of the oldest organizations for teacher education in the country. In 1913 this department became the School of Education. Specialized graduate programs of the School of Education have the function of producing professional personnel to fill nonteaching roles in educational institutions such as public school systems, colleges and universities, and state departments of education, and of producing individuals who will assume leadership roles in higher educational institutions as trainers and scholars.

The Graduate School: Unique Features

1. Enrollment: 23,944 graduate, professional, and undergraduate students; 8682 full-time matriculated graduate/professional students (4565 women); 0 part-time matriculated graduate/professional students. Faculty: 8,682 members.

2. Graduate Students and Faculty Groups: Students: 7,029 matriculated full-time (3,865 women) includes 371 African Americans, 152 Asian-Americans, 96 Hispanics, 29 Native-Americans) 724 internationals. Faculty 2,252 full time (613 women), O part-time, includes 183 minority (79 African-Americans, 70 Asian-Americans, 32 Hispanics, 2 Native Americans).

3. Graduate Tuition: $ 846 per year full-time, $ 106 per semester (minimum) part time for state residents; $7888 per year full-time, $98 per semester (minimum) part-time for non residents. Fees of %600 per year full time $253 per semester (minimum) part-time.

4. Programs: are provided through the College of Arts and Sciences: Schools of Education, Information and Library Science, Journalism and Mass Communication, Nursing, Public Health, Social Work, Business, Dentistry, Law, Medicine, Pharmacy and other graduate programs.

5. Degrees offered: Doctoral: Ph.D., D.Ed, and Master's degrees.
The graduate School of Education offers the M.A.T (Master of Arts in Teaching) with major in curriculum and instruction, educational psychology, school counseling, school psychology, and special education; the M.A (Master in Arts) in Curriculum and Instruction, M.Ed.(Master of Education) with majors in educational media and instructional design, early childhood education, intermediate education, middle grades education, educational leadership, educational psychology, special education, among others; two doctoral degrees: the Doctor of Philosophy (Ph.D) with majors in curriculum and instruction,

educational administration, educational psychology, social foundations, and special education, the Doctor of Education (Ed.D.) in Curriculum and Instruction and educational leadership. In addition, the graduate School of Education also offers specialized graduate programs: Curriculum Instructional Specialist Certification in three levels (I, II, and III), for the first one, candidates should have a Master's degree and class G certification in order to be admitted, the II may be obtained on a basis of a non-degree basis and the III certification may be obtained completing the Doctoral degree (Ed.D.).

6. Requirements for Admission: The prospective student must hold the bachelor's degree from an accredited college or university in the USA or its equivalent in a foreign institution based on a four-year curriculum. Applications must include: official transcripts for all undergraduate and graduate degrees and for other course work from each college or university attended (the student's record should be a strong one overall, with a grade point average of 3.0 or better), three academic recommendations; an essay or statement of goals and previous experience, and a competitive score(at least 1000) on Graduate Record Examination (GRE). The TOEFL (for international students whose first language is not English), must be sent to UNC from the Educational Testing Service or the American College Testing Program. Each program may have specific additional requirements (such as professional or work experience, scores on the Graduate Management Admissions Tests - GMAT).
Office Address: Graduate School
The University of North Carolina at Chapel Hill
CB # 4010, 200 Bynum Hall,
Chapel Hill, NC 27599-4010
Phone: 919-966-2611

7. Requirements for Graduation: Master's: The time limit for completing the Master's is five calendar years; a master's thesis research is required, practicum course work (minimum 36 credits) which focuses on experiences and activities in the field may be arranged if desired. Students should take courses in curriculum design and development, instruction and measurement and evaluation. Specialist: 36 minimum of credits, and GPA of 3.0 minimum. Doctorate: The time limit for completing the doctoral degree is eight calendar years. Residence credit is earned through continuous full-time or part-time study, with satisfactory completion of semester hours (9 hours earns a full semester of residence) and at least two of those semesters (18 hours) must be earned in continuous registration on UNC Charlotte campus. GPA: 3.0 minimum.

8. Doctoral degrees awarded in 1993-94: 739 doctorates awarded.

9. Student Services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans. Housing: the university provides residence hall accommodations for approximately 6,800 registered students. Three hundred and six apartments are available for married students.

10. Financial Aid: Minority Presence Grant Program, Graduate School Awards (fellowships), School of Education Assistantships (teaching, research, graduates), Student Aid (loans and employment), Federal-work study and aid to part-time students.

11. Research Facilities: Davis Library; total holdings of 3,520,273 volumes, 2,731,236 microforms.

12. Computer facilities: IBM 4381; access to IBM 3081, System 370/155, and System 370/168 at the Triangle Universities Computation Center.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: matriculated students in the School of Education: 148 full-time (118 women), 165 part-time (123 women); includes 40 minority (30 African-Americans, 6 Asian-Americans, 2 Hispanics, 2 Native-Americans), 9 internationals.
Graduate School of Education includes: 48 faculty members (14 women), 72 part-time (27 women) plus research and teaching assistants. Faculty in Curriculum includes 3 full-time (1 women), 4 part-time (2 women); matriculated students in curriculum: 11 full-time, (6 women), 28 part-time (22 women).

2. Name of Department : Programs in Curriculum and Instruction, School of Education

3. Head: Dr. Barbara Day, Chair. Contact faculty: Dr. Pam Wilson/Dr. William Burke

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   Graduate Programs, School of Education
   307 Peabody Hall
   Campus Box 3500
   The University of North Carolina at Chapel Hill
   Chapel Hill, NC 27599-3500
   Phone: 966-1395

4. Name of Program(s) that focuses on Curriculum: Curriculum and Instruction (MA, Ed.D, Ph.D.) accredited by NCATE.

5. Departmental requirements: Entrance: General requirement is the GRE general test. For master's, thesis, comprehensive exam required, foreign language not required; for doctorates: dissertation, comprehensive exams required; foreign language not required; students must approve all the course work in education, required for the major and the minor, field experience, 4 seminars and conferences, 4 major examinations, and doctoral dissertation approved by a doctoral committee of at least five members.

6. Doctoral Degrees granted in 1993-94: 15 doctorates in Curriculum and Instruction. In 1992, 3 Master's, 4 doctorates awarded.

7. Primary Goals of the Graduate Programs in Curriculum are: Within the context of the School of Education, the primary mission is to support efforts at improving the quality of education provided for the citizens of North Carolina. The activities in the pursuit of this goal are: (1) the preparation of educational professionals who will serve as public school teachers, administrators, and allied staff personnel; (2) the preparation of scholars who will improve theory and inform practice through disciplined inquiry into education; (3) the dissemination of information through teaching and written publications about education and (4) collaboration with other local, state, and regional schools and agencies in the development of educational programs. The doctoral degrees (Ph.D.) in curriculum and instruction are designed to develop expertise and leadership talent as teacher educators, curriculum planners, and researchers; emphasis is given to theoretical aspects, as well as teaching, research, and supervision. Students learn to deal with existing knowledge and to become proficient in generating new knowledge in their field. The Ed.D. program is designed to prepare curriculum-instructional specialists who will serve as leaders in elementary and secondary systems; the curriculum-instructional specialist is defined as one whose primary concern is the improvement of learning opportunities through the provision of instructional leadership. The specialist has the role of decision maker, consultant, and

specialist in advising administrators, teachers, and other professional personnel. responsibilities include curriculum development, instruction, and staff development. The program is field oriented and focuses on providing graduates with the expertise to provide creative leadership in a variety of settings.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, and participation of faculty and students in professional groups, and research. UNC encourages collaborative research between faculty and students. Students may become involved in ongoing research efforts with the State Department of Public Instruction in Raleigh. They may also become involved with national projects on educationally related services conducted in the Research Triangle Park. Major industrial and governmental research projects are conducted in this setting; and liaison between the School of Education and many of these organizations makes collaborative research efforts possible.

9. Unique strengths of the Graduate Program in Curriculum Studies: (1) Curriculum: interdisciplinary, competence based, a core of required course, cohesive academic; most of the graduate program is individually tailored to each student, (2) faculty (productivity, research-oriented, stable and dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, (3) Students: placement and national recruitment; the students come from a wide variety of disciplinary, professional, cultural, and geographic backgrounds. (4) environment: academic life, resources and libraries provide an atmosphere of excellent faculty-students relations. While the research and study resources of the area are of special interest to education students, the cultural and artistic resources of the area are outstanding. Excellent libraries, museums, art collections, and theaters are available, as is a constant offering of fine music. The town of Chapel Hill itself is considered a highly desirable place to live. (5) research: emphasis on inquiry, reputation for research, national visibility. The research interests and scholarly activities of faculty members at UNC embrace a wide range of concerns in the conduct of instruction and the operation of educational institutions. These include investigation into the nature of learning, the dynamics of human growth and development, the improvement of instructional techniques, the development of curriculum materials, the provision of education for special populations, the development of public policy, the historical and philosophical bases for educational institutions and the role of educational institutions in a democratic society. In support of and as complements to its academic programs, the School of Education has a number of research, training, and resource activities that are ongoing. These efforts include both projects by individual faculty members and large collaborative undertakings between units within the school, as well as several between the School and other units on the campus with which the School maintains close linkage,

10. Faculty Research: Dr. Barbara Day (Specialty: Early Childhood, Elementary Education, Supervision) 20 years teaching Curriculum Research and has published between 11 and 15 articles or reports focused on philosophical research; between 6 and 10 historical, evaluative-normative, ethnographic/naturalistic and deliberative research; more than 15 on theoretical inquiry and integrative-review-synthesis research, and several textbooks. At present time, she is finishing a textbook, 4th edition and is writing another one on Education for the 21st Century. She prefers to prepare graduate students by recommending them take a specific research methods course; initiating graduate students into her research methods while she is engaged in a specific kind of research; putting students in an overview course on different types of research methods; asking students to enroll in a research methods course that includes students from many different programs.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Graduate programs at UNC emphasize the acquisition of appropriate research and forms of curriculum inquiry skills; UNC have a strong research core and doctoral programs require between 6 to 8 research courses focused in: research design, research methodologies, phenomenological, hermeneutic, historical, philosophical, scientific, ethnographic, naturalistic, theoretical, evaluative-normative, integrative-review-synthesis, action, simulations/modeling, or combination of methods. A typical Ph.D student, (in addition to four seminars in curriculum and instruction research) should take EDFO 180: Statistics, EDFO 280 Statistical Analysis of Educational data II, EDFO 285: Logic Inquiry, EDFO 206: Applied Measurement Theory for Education, EDFO 297 Field Techniques in Educational Research, and EDFO 394 Doctoral Dissertation). Other graduate research courses available to the students include different forms of curriculum inquiry: EDCI 186 Research in Music Education (concepts, potential limitations of research methodologies), EDCI 199 Independent Study in Curriculum and Instruction (readings and research under the direction of a faculty member of the program), EDCI 240-245-246-247 and 283 Investigations and Trends in the Teaching of English, Social Studies, Science, Mathematics and Foreign languages (examination of research, current experimental practices, and the effects of theories upon de purposes, structure, and program of each area), EDCI 297 Problems in Curriculum and Instruction (independent study under supervision in an area).

2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take research courses: six-eight courses on curriculum research as minimum required. (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (independent studies according to the students' needs and interests with the guidance of faculty members), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from the same program.
The Ph.D students, in addition to 6-8 research courses, will be required to participate in 4 seminars in curriculum and instruction (during 4 semesters). The first two seminars will focus on ongoing research in curriculum and instruction (C&I) and theory and research applicable to the various specialty fields within curriculum and instruction . The focus of seminar III will be on research in C&I. This seminar will follow the formal courses related to curriculum theory and instructional theory. Seminar IV will follow the formal course EDCI 297, Research in C&I, students will be expected to present their research proposals for their research apprenticeship and/or dissertation. Each doctoral student is required to complete a research apprenticeship (EDCI 306- Practicum in C&I) with one or more division faculty members, or with a faculty member outside the division who has been approved by the student's doctoral committee. The apprenticeship must follow the completion of EDFO 285, EDFO 180, EDFO 280 and EDCI 209 (may be taken concurrently with EDFO 280 and/or EDCI 209). The student and faculty member(s) planning to engage in the apprenticeship must sign and submit a research apprenticeship proposal to the Program Chairperson. Before submission, this proposal must be approved by three members of the student's committee who are members of the C&I faculty.

Research Problems and Forms of Curriculum Inquiry employed in Doctoral Dissertations at the University of North Carolina,
January, 1993-June, 1994

(1) Title: LEADERS FOR NORTH CAROLINA'S SCHOOLS: A REVIEW OF PROGRAMS FOR THE PROFESSIONAL DEVELOPMENT OF PRINCIPALS
Author: HOPPES, SHARON MCMAHAN
School: THE UNIVERSITY OF NORTH CAROLINA
Degree: EDD pp: 85
Advisor: BRYSON, JOSEPH E.

Research Problem: The purpose of this study was to describe and evaluate four programs North Carolina has implemented for the professionaldevelopment of principals. The programs included the Principals'Executive Program of the Institute of Government at the University ofNorth Carolina at Chapel Hill, the North Carolina Effective PrincipalTraining Program of the Personnel Services Area of the North CarolinaState Department of Public Instruction, the North Carolina AssessmentCenter of the National Association of Secondary School Principals andthe Leadership Institute of the Personnel Services Area of the NorthCarolina Department of Public Instruction, and the InitialCertification Program for Administrators and Curriculum-InstructionalSpecialists of the Division of Teacher Education of the NorthCarolina Department of Public Instruction.
The criterion for evaluation was the development of skill withinareas identified from the literature of Effective Schools Research asessential for success as a principal. These skills' areas includedhaving and communicating a vision of what the school might become,setting goals and monitoring progress toward those goals, interveningwhen necessary, providing instructional leadership, and maintainingorder and discipline.
Two hundred and twenty practicing principals who had completedone or more of the programs within the twenty-four months prior tothe study comprised the principal sample. Two hundred fifty-oneteachers identified by the principals as having been continuouslyemployed at their schools for three consecutive years before, during,and after the principal participated in the training, comprised theteacher sample. An ANOVA showed that there was a significant difference in theperceptions of the development of the designated skills by bothsamples. The Principals' Executive Program was rated highest byprincipals and teachers in the overall development of the targetskills.
Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Scientific

(2) Title: INTERPRETATION OF THE ORAL READING MISCUES OF PROFICIENT AND LESS PROFICIENT FOREIGN LANGUAGE COMPREHENDERS BASED ON THE INTERACTIVE MODEL OF READING: A STUDY WITH THIRD, FOURTH AND FIFTH YEAR HIGH SCHOOL SPANISH STUDENTS (INTERACTIVE READING, COMPREHENSION STRATEGIES)
Author: ARCURI, GUY MATTHEW
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 208
Advisor: SPIEGEL, DIXIE LEE

Research Problem: Using the interactive model of reading, this study investigated the comprehension processes based on oral reading ofproficient and less proficient comprehenders. The purposes of thestudy were to compile profiles of the comprehension processes ofthese two kinds of comprehenders, determine if those profilesdiffered in significant ways, and characterize the profiles based onthe interactive model of reading.

The results showed the following strategy profile for proficientcomprehenders: good use of graphophonic information (as shown by theaverage graphophonic similarity of their overall miscues, 3.65 out of5, and of their corrected miscues, 3.31), low use of syntactic andsemantic cues (since the average syntactic and semantic acceptabilityfor miscues did not reach partial acceptability, a score of 1 out of2) and some use of correction strategies (as shown by their averagecorrection attempt rate, 37.11%). This pattern of good use ofgraphophonic information, low use of syntactic and semanticinformation, and some use of correction strategies led to theconclusion that proficient comprehenders tend toward oral reading inan interactive manner.

The results showed the following strategy profile for lessproficient comprehenders: good use of graphophonic information (asshown by the average graphophonic similarity of their overallmiscues, 3.86 out of 5, and of their corrected miscues, 2.78), lowuse of syntactic and semantic cues (since the average syntactic andsemantic acceptability for miscues did not reach partialacceptability, a score of 1 out of 2) and low use of correctionstrategies (as shown by their average correction attempt rate,11.99%). This pattern of good use of graphophonic information, lowuse of syntactic and semantic information, and low use of correctionstrategies led to the conclusion that less proficient comprehendersare overall bottom-up processors of information.

The strategy profiles of proficient comprehenders differedstatistically in 4 ways: (1) the average syntactic acceptability ofcorrected miscues, (2) the average semantic acceptability ofcorrected miscues, (3) the average use of a correction strategy, and(4) the average level of language at which each subject miscued.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative Action

(3) Title: THE EFFECT OF WRITING AFTER READING ON COLLEGE NURSING STUDENTS' FACTUAL KNOWLEDGE AND SYNTHESIS OF KNOWLEDGE
Author: BEESON, SUSAN AYERS
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 105
Advisor: FITZGERALD, JILL

Research Problem: The purpose of the present study was to investigate the effect of writing after reading on college nursing students' factualknowledge and synthesis of knowledge about selected legal issues innursing. Additionally, the present study sought to determine: if aninteraction occurred between time of test and type of writing onfactual knowledge: if there were differences between texts: and, ifan interaction occurred between text and type of writing on factualknowledge and synthesis of knowledge.

College nursing students (N = 118) were randomly assigned to: acontrol group which read, reviewed and did no writing; a notetakinggroup; or, an essay writing group. Students worked with two textswith text order counterbalanced across students. Ten-itemmultiple-choice tests of factual knowledge were administered to allsubjects immediately after completing each reading and writing taskand again seven days later. Also, at the delayed time, each studentwrote a synthesis-of-knowledge essay for each of the two texts. Eachsubject had a total of six scores. For each text there was animmediate and a delayed factual knowledge score and asynthesis-of-knowledge score.

The study used a three-group repeated measures analysis ofvariance design. There were two models. In one, the between-subjectsvariable was type of writing (no writing, notetaking, and essaywriting); the within-subjects variables were time (immediate anddelayed) and text (1 and 2); and the dependent variable was factualknowledge. In the second model, the between-subjects variable was thesame; text (1 and 2) was a within-subjects variable; and thedependent variable was synthesis of knowledge. Results showed that notetaking after reading was better thanessay writing or no writing for factual

knowledge. There was nodifference between essay writing and no writing for factualknowledge. On the other hand, essay writing helped studentssynthesize better than notetaking. However, there was no differencebetween essay writing and no writing on the synthesis-of-knowledgemeasure. Also, there was no difference in notetaking and no writingon synthesis of knowledge.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(4) Title: THE EFFECTS OF INTERACTIVE TELECONFERENCING AS AN INSTRUCTIONAL MEDIUM ON THE LEARNING ENVIRONMENT FOR STUDENTS (TELECONFERENCING, DISTANCE EDUCATION)
Author: FOSTER, BEVERLY BROWN
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 203
Advisor: STRITTER, FRANK T.

Research Problem: Advances in multimedia distance education have made it possible for many students to access educational programs at areasonable cost in their local environment. Recent researchdemonstrates that there is little difference in student outcomes wheninteractive teleconferencing is used as an instructional method, butsuggests, however, that the learning process may be altered. Thiseffect may differ based on learner characteristics, group dynamics,teacher-student relationships and other factors.

The purpose of this case study was to explain the effects ofteleconferencing on classroom interactions and the students'responses to the medium for their learning. Subjects were all personsenrolled in a required graduate course offered by the School ofSocial Work at the University of North Carolina-Chapel Hill (UNC-CH)for students located at an external site at the University of NorthCarolina-Asheville (UNC-A) during the Fall semester, 1992. Anembedded, single-case design was used to compare classroom processesas teaching strategies of face-to-face instruction and interactiveteleconferencing were alternated weekly. All classes were videotaped,and analyzed for themes and patterns in interactions. Directobservations of classroom behaviors, focused group interviews, andthe relationship of selected learner characteristics to studentparticipation and satisfaction were considered. Specificrelationships explored included the effectiveness of the medium forstudents with differing learning and personality style preferences;and the influence of the medium on group dynamics, teacher-studentinteractions and other classroom behaviors.

Data analysis used a within-case comparison of classroombehaviors by instructional method. Differences in response toinstructional methodology by learner characteristics were analyzed.Comparisons between telecast and on-site instruction revealed thatfaculty teaching methods, student-faculty interactions and peerinteractions differed by method. Faculty used more monologue, readingand visual cues to focus discussion, and students more often guidedtopic shifts during telecast. Students identified by learning styleor personality type preference varied in their responses to themedium, but definite patterns could not be established. Furtherresearch is suggested in this area.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(5) Title: ENTRY-LEVEL COMPETENCIES FOR BSN'S TO WORK WITH GERIATRIC CLIENTS IN COMMUNITY HEALTH SETTINGS IN NORTH CAROLINA: A DESCRIPTIVE STUDY COMPARING RESPONSES BY FACULTY AND NURSES IN COMMUNITY HEALTH
Author: MAILEY, SHARON SEARLS
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 204
Advisor: STRITTER, FRANK T.

Research Problem: Demand for community health gerontological nurses is rising because the American population is aging dramatically:"demography is destiny". This descriptive study focused ongerontological nursing competencies necessary for Bachelor of Sciencein Nursing graduates (BSNs) to assume careers in community health. Toidentify competencies for a questionnaire, a needs assessment, asrecommended by Tyler in his curriculum design model, was conductedusing concept hierarchy task analysis. A modified Delphi techniquewas used to confirm categories and the questionnaire was validatedwith factor analysis. Questionnaire format and mailing techniquesfollowed Dillman's Total Design Method. Questionnaires were mailed toall community health faculty in the 12 Baccalaureate nursing programsand 50% of the community health nurses in North Carolina. The returnrate was 65%, with 26 faculty and 275 nurses responding.

Four null hypotheses were tested by the Wilcoxon rank-sum test.Three 'frequency of use' and twelve 'relevancy to practice'competencies were found to be different. When assessing demographics,four 'frequency of use' and two 'relevancy to practice' variableswere significant. Multiple regression analysis employed sevenpredictors of 'frequency of use' and 'relevancy to practice'. 'CEUsin gerontology in the last two years' had the largest regressioncoefficient for both variables and was statistically significant.

The study identified many "gaps", as described by Tyler, betweengerontological competencies taught and those used in the workplace.Descriptive statistics indicated inadequate training and lack ofcontinuing education in gerontology and community health; only 27% offaculty had doctorates; 88% of faculty and 93% of nurses reported nogerontological training other than CEUs; only one nurse and ninefaculty had published during the past five years.

The competencies identified in this study could be used to assessclinical practice and to develop nursing curricula incompetency-based programs. The study suggested that: practicingnurses' opinions differ from those of faculty regarding whatcompetencies are relevant to practice; faculty are not adequatelyeducated in gerontology; continuing education influences attitudesand practice. These issues should be addressed to meet the challengesof caring for the elderly in the Twenty-first Century.

Forms of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(6) Title: THE DEVELOPMENT OF SPELLING KNOWLEDGE IN A FIRST-GRADE CLASS: THE SPELLING-READING CONNECTION (INVERTED SPELLING)
Author: EAST, JOAN ANNE KERNS
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 236
Advisor: DAY, BARBARA D.

Research Problem: The purpose of this study was to document the development of spelling knowledge in a class of first grade students over aneight month period. Of special interest was to determine if spelling,particularly invented spelling, was predictive of word recognition atthe end of the year.

The classroom teacher was the research investigator in thisdescriptive, observational study. Both quantitative and qualitativeresearch methods were utilized in the study. The twenty-one studentsin the class engaged in everyday instructional activities; nointerventions were carried out.

In September students were assessed with a Letter IdentificationTest (Clay, 1985, 1993) which measured knowledge of 54 letters.Measures of conventional spelling and invented spelling were obtainedin September, November and January. Conventional spelling wasmeasured with the Writing Vocabulary Test (Clay, 1985, 1993); thescore was the number of self-generated conventionally spelled wordsin list format. An analysis form and scoring system, based onGentry's stages of invented spelling, was devised to analyze theinvented spelling which was obtained from naturalistic writingsamples. In May two subtests (Word Identification and Word Attack)from the Woodcock Reading Mastery Test-

Revised (1987) wereadministered; these were the criterion variables in the multipleregression analyses.
A descriptive account of four spellers in the class, two girlsand two boys, is also included. Their spelling growth is documentedfrom the beginning of the year to the end of the year. Findings include: (1) invented spelling as well as conventionalspelling was predictive of word recognition ability; (2) spelling wasa better predictor of word recognition than letter identification;(3) invented spelling can be reliably assessed using naturalisticwriting samples; (4) knowing letter identities is important, but notsufficient, for spelling and reading; (5) children's spelling changedqualitatively and at different rates; (6) children did learn to spellin the absence of a traditional spelling program, as shown by theWriting Vocabulary Test results and naturalistic writing samples. Invented spelling reflects knowledge of alphabet letteridentities and phonemic awareness, particularly phonemicsegmentation. Although invented spelling is usually discussed inreference to writing, this study suggests that young children'sinvented spelling can be a valuable source of information for theclassroom teacher in planning early reading instruction. Analyzingyoung children's invented spelling can reveal what studentsunderstand about the structure of language and its representation inprint and thus suggest what needs to be learned next.
Forms of Curriculum Inquiry employed in this Dissertation: Action

(7)Title: TALK ABOUT WRITING IN STUDENT-STUDENT CONTENT CONFERENCES AND STUDENT-TEACHER EDITING CONFERENCES (WRITING CONFERENCES)
Author: STAMM, CAROL ANNE
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 176
Advisor: FITZGERALD, JILL

Research Problem: This study investigated writing conference talk in a seventh-grade English class. Two research questions were addressed:(1) What are student-student content conferences and student-teacherediting conferences like with regard to who talks, how long theytalk, what they talk about, and what the structure of their talk is?(2) What are the similarities and the differences in talk inconferences (a) between female and male writers and (b) between high-and low-achieving writers?
The study was conducted during writing workshop sessions for 9weeks and included the teacher and 13 of the 14 students in theclass. Naturally occurring conferences, which were an integralcomponent of the writing process classroom, were taped, transcribed,coded, and analyzed to ascertain the nature of the talk inconferences. The analysis combined qualitative and quantitativeprocedures.
The findings showed that in the student-student contentconferences both writers' and responders' talk mostly informed aboutthe content of the writing. Responders rarely identified problems forwriters or offered constructive criticism. The structure of the talkwas influenced by the Content Conference Form, which in someinstances precluded meaningful talk about the writing. Female writerstalked more, and helped writers improve their writing more, than malewriters did. High-achieving writers talked much more, and made manymore suggestions to help writers improve their writing, thanlow-achieving writers did.
In the student-teacher editing conferences the teacher talkedmuch more than the writers. Half of her talk informed the writers;about one-quarter asked the writers questions. The teacher talkedmostly about the content of the writing. More than a third of hertalk identified ways in which writers might improve their writing.The teacher's talk comprised interactive talk and teaching talk. Theteacher talked more, and engaged in connecting talk more, with femalewriters than she did with male writers. She talked much

more, andtaught using scaffolding more, with high- than with low-achievingwriters. The teacher identified problems more often withlow-achieving writers, but she also praised them more than she didhigh-achieving writers. Ethnographic-naturalistic

(8) Title: FUNCTIONS OF METAPHOR: A STUDY OF EIGHT WRITERS (CONNECTIONISM)
Author: VESILIND, ELIZABETH MCTAGGART
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 272
Advisor: PALMER, WILLIAM S.

Research Problem: Metaphor, as cognitive activity, mediates among experience, cultural models, and language. Studies of metaphor mayhelp us understand cognitive activity in contexts where studentsconstruct meaning.

This exploratory study describes how writers spontaneously usedmetaphor and how these functions of metaphor differed across fourgrade levels, between girls and boys, and in five tasks. It exploressources writers used for metaphors. Findings are discussed in termsof connectionist models of cognition. The research design was a descriptive multiple case study inwhich categorical data informed the interpretive analysis of writers'protocols.

Writers were rising second, fourth, seventh, and eleventhgraders, selected for interest in art and writing. Writing tasks were (1) advertising, (2) explaining, (3)describing, (4) narrating, and (5) defining. Protocols were gathered from prewriting talk, think-aloud talk,and reflective interviews. These, along with written products, werecoded for novel and conventional metaphors and then for four majorfunctions: holding information, generating hypotheses, elaboratingideas, and mediating cultural knowledge. Writers' explicit rejectionsof metaphors were coded, as was personification.

Findings were that (1) for all writers metaphors functioned tohold information, to generate and elaborate ideas and hypotheses, andto mediate cultural models; (2) of the tasks, explaining elicited themost generating and elaborating metaphors, especially in contextswhere writers reported lack of knowledge about topics; (3) multiple,interacting metaphors functioned to test hypotheses orally, but didnot appear in the written products; (4) criteria were useddifferently by writers to test goodness of fit of metaphors, andthese differences relate to how writers perceive purposes andaudience; (5) idioms operated as tacit cultural models, influencinghow writers talked about composing; (6) sources of metaphors wereembedded in narrative contexts; (7) domain knowledge was not a simpledevelopmental factor in metaphor use, but was related to otherfactors in the task context.

Gender differences appeared to be task related. While overallfrequency of metaphor increased with grade level, fourth graders useda higher percentage of idioms in all tasks than did other writers.

Connectionist constructs provided a useful theoretical frame inwhich to discuss the findings.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(9) Title: THE EFFECT OF WIDE READING ON LISTENING COMPREHENSION OF WRITTEN TEXT (LANGUAGE DEVELOPMENT)
Author: HEDRICK, WANDA BURNS
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 102
Advisor: CUNNINGHAM, JAMES W.

Research Problem: This study is an attempt to determine whether it is likely that increasing wide reading in the early grades would help developthe language facility that later reading achievement may be built on.Children's oral language development is

almost certainly a majorcontributor to the language development required for readingcomprehension. What has not been previously investigated empiricallyis whether wide reading itself is also an important contributor tothe language development required for reading comprehension. In otherwords, does wide reading foster reading growth in part because itdevelops the language base that further reading growth can build on? This study is interpretable in light of the research on threecontroversies surrounding the relationship between later languagedevelopment and reading; the aptitude/achievement controversy oflistening comprehension; the one-way or reciprocal controversy ofreading and reading-related language; and the unitary or dual processcontroversy of reading and language comprehension.

The results of this study support the achievement position oflistening comprehension, the reciprocal position of the relationshipbetween reading and reading-related language, and the dual processposition of reading and language comprehension.

Forms of Curriculum Inquiry employed in this Dissertation: Scientific

(10) Title: CLINICAL LABORATORY SCIENTISTS' PERCEPTIONS OF THEIR PROFESSIONAL PREPARATION
Author: BECK, SUSAN JEAN
School: THE UNIVERSITY OF NORTH CARCLINA AT CHAPEL HILL
Degree: PHD pp: 150
Advisor: STRITTER, FRANK T.

Research Problem: The professional preparation of clinical laboratory scientists was assessed in order to evaluate the current clinicallaboratory science (CLS) curriculum and suggest changes needed toprepare students for future professional practice. A survey based onStark and Lowther's definitions of professional preparationcompetencies was developed and sent to a sample of 1987, 1989 and1991 graduates of four CLS programs in North Carolina in March of1992. The graduates were asked to assess their level of preparationin each competency described on the survey and to indicate theimportance of each competency for their current jobs.

The results of the study indicated that CLS graduates were wellprepared in conceptual, technical and integrative competencies andless well prepared in contextual competence, career marketability andscholarly concern for professional improvement. The graduatesindicated that conceptual, technical, integrative competencies intheir current specialty area and professional ethics were the majorcompetencies needed for current practice. Graduates differed in theirperceptions of their level of preparation in the competencies and theimportance of the competencies for practice based on their programaffiliation. Graduates with different years of experience alsodiffered in their perceptions of their preparation in thecompetencies. Graduates in supervisory positions rated communicationcompetencies and contextual competencies higher in importance fortheir jobs than graduates in staff positions. The results suggest that the CLS programs are preparing studentswell in conceptual, technical and integrative competencies; however,students' preparation in communication competence, contextualcompetence, professional ethics and career marketability should beimproved. The results also suggest that curriculum evaluation studiesshould include graduates from multiple programs, with different yearsof experience and with varied job positions in order to include arange of perspectives on professional preparation. The effectivenessof the curriculum evaluation based on Stark and Lowther's list ofcompetencies in one profession suggests that this approach may beuseful in other professions.

Forms of Curriculum Inquiry employed in this Dissertation: Phenomenological-Hermeneutic

(11) Title: SEMINAR DISCUSSION AND ENLARGED UNDERSTANDING OF IDEAS (DISCUSSION GROUP)

Author: HOWARD, JUDITH BENNETT
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 137
Advisor: GALLAGHER, JAMES J.

Research Problem: This study investigated the question of whether seminar instruction is more effective than traditional teaching methods inenlarging the understanding of ideas. Specific hypotheses posed werethat seminar participants would make (a) more associations and (b)more highly organized associations with key concepts than studentswho observed a video of the seminar or who participated in didacticinstruction on the same subject. Students (N = 137) from two middleschools in the Piedmont section of North Carolina participated in thestudy. Subjects were randomly assigned to a seminar group, a typicaldidactic instruction group, or an observation group. The seminars andlessons focused on concepts in The Declaration of Independence.Results were mixed in that outcomes differed between the two schools.In one of the schools the quality of associations in the seminargroup was significantly higher than in the other two groups, but inthe other school, though the seminar group scored higher, thedifference was not significant. Results on quantity of associationswere also mixed (i.e., differed between schools). Speculation onthese outcomes centered around the particular characteristics of thedifferent treatments. Relative time spent in teacher-talk versusstudent-talk, type of teacher question and response, and amount ofexperience in seminar-like discussions were among the variablesconsidered and thought to be influential in determining outcomes. Oneconsistent finding was that seminar participants enjoyed theirexperience more than participants in the other two methods ofinstruction. It was concluded that further investigation is bothneeded and warranted.

Forms of Curriculum Inquiry employed in this Dissertation:

(12) Title: A PROFILE OF MIDDLE LEVEL EDUCATION IN TEN EVANGELICAL CHRISTIAN SCHOOLS IN NORTH CAROLINA (MIDDLE SCHOOLS)

Author: MCCANN, RALPH JEFFERY
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 364
Advisor: DAY, BARBARA

Research Problem: Both middle schools and Christian schools have enjoyed phenomenal growth and development during the 1970's and 1980's. TheMiddle Grades Assessment Program (Dorman, 1981) identified ninecharacteristics of a middle school. These characteristics are:safety, academic effectiveness, diversity, self-direction,participation, social interaction, physical activity, competence andachievement, and structure and limits. Since the middle schoolconcept has become so widespread, this study examines the level ofimplementation of middle school principles in the Christian schoolsof North Carolina. Ten Christian schools with middle level programsfrom the three geographical regions of North Carolina were randomlyselected. Through interviews and observations in each school, thelevel of implementation of each of the nine characteristics wasdetermined. The principal, teachers of students in grades six througheight, guidance counselor, cafeteria manager, custodian, schoolsecretary, six randomly selected students, and four randomly selectedparents were interviewed in each school. The interview with theprincipal included an interview specifically concerning curricularissues. Observations of the schools and classrooms were conducted. Acase study was prepared on each school. A case study summarizing theoverall findings in the schools was also prepared. The study concluded that the safety and structure and limitscharacteristics of the Middle Grades Assessment Program are stronglyimplemented in the ten Christian schools. The academic effectiveness,participation, social interaction, physical activity,

competence andachievement characteristics are only moderately implemented. Thediversity and self-definition characteristics are weakly implemented.
Forms of Curriculum Inquiry employed in this Dissertation:

(13) Title: USING HAND-HELD AND COMPUTER MODELS AS MANIPULATIVES TO TEACH ORGANIC ISOMERS IN THREE DIMENSIONS (CHEMISTRY CONCEPTS)
Author: COPOLO, CYNTHIA FARRAR
School: THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
Degree: PHD pp: 156
Advisor: HOUNSHELL, PAUL B.

Research Problem: This study focused on an instructionally challenging aspect of chemistry: organic isomeric structures. To aid the studentwith learning organic structures, hand-held models are oftenadvocated as an instructional tool. However, computer simulatedmodels are emerging as an alternative instructional manipulative.
The purpose of this study was to compare the effects of usingtwo- and three-dimensional model representations of molecularstructures on student learning of organic chemical structures.Organic structures were taught to high school students using one offour methods of molecular representation: (1) two-dimensionaltextbook representations of molecules, (2) three-dimensional computermolecular models, (3) three-dimensional ball and stick molecularmodels, and (4) combination of the computer molecular models and theball and stick models. The computer software used in this study wasMolecular Editor, authored by Allan Smith. Student understanding ofmolecular structures was measured by post-instructional and retentiontests.
Students in the combination group of using both computer and balland stick models scored significantly higher on the retention test ofisomeric identification compared to the other groups. Molecules wererepresented in this test in the same manner as the instructionalrepresentation. However, on a similar two-dimensionalpost-instructional test of isomeric identification, this group had asignificantly lower mean than the other groups; the two-dimensionalgroup had the highest mean. This difference was not observed with thetwo-dimensional retention test of isomeric identification. When givena two-dimensional test of isomeric construction, no significantdifference was found among the group means with either the posttestor the retention test. These findings were not dependent uponcognitive developmental levels, spatial ability, or gender of thestudents.
This study demonstrated the effectiveness of using the computerand the ball and stick molecular models for instruction of organicmolecules and isomers. By using both of these manipulatives, studentswere attentive to visual and tactile instructional aids with thecomputer providing a focused, easily manipulated simulation. However,when given a two-dimensional test without manipulatives, transferenceto two-dimensional molecular representations was difficult for thecombination group. Transference differences to two dimensionsequalized when students were asked to construct their mental imagesof molecules.
Forms of Curriculum Inquiry employed in this Dissertation: Ethnographic-naturalistic

(20) UNIVERSITY OF SOUTHERN CALIFORNIA
Independent coed university

Located near the heart of Los Angeles, the University of Southern California (USC) is one of the nation's top ranked private research universities and is accredited by the Western Association of Schools and Colleges of the United States of America. Since its establishment in 1880, USC has conferred degrees on more than a quarter-million students - leaders who have helped Southern California grow to become a national trendsetter in public policy, economic and business affairs, urban planning and engineering, scientific research, health care and the arts. Today, USC and its graduates are continuing this tradition of leadership -developing innovative classroom techniques, exploring new fields of scholarly investigation, and establishing a widening network of service and partnership among the nations of the Pacific Rim.

The University Park campus consists of 140 major buildings and residential halls totaling approximately 4,5 million gross square feet. Situated three miles south of the Los Angeles Civic Center, the campus is adjacent to the museums and recreational facilities of Exposition Park and is served by a network of freeways that provides access to most cultural, business and recreational areas of Southern California. In Olympic competition, USC has fielded more athletes than any other institution. Since 1904, 267 Trojan athletes have participated in the Olympic Games, accumulating a total of 83 gold, 52 silver and 46 bronze medals. At least one USC athlete has won a gold medal in every summer Olympiad since 1912. On the other hand, USC and its graduates play an important role in making Los Angeles one of the world's great centers of the Arts. The Schools of Music and Theater produce a regular series of concerts, operas, musicals, plays and other events.

The University of Southern California places a premium on research and scholarship and on the professional and scholarly credentials of its faculty. Since 1960, the university has been a member of the Association of American Universities, the elective body that unites the 58 strongest research universities in the United States and Canada. USC is accredited by the Western Association of Schools and Colleges. USC maintains a tradition of academic strength at all levels of higher education --from the earliest explorations of the undergraduate to the advanced scholarly research of the postdoctoral fellow. In conjunction with different universities and Institutes from the abroad, USC provides opportunities to students to spend a year or a semester studying in England, France, Germany, Israel, Tel Aviv, Italy, Japan, Spain, Russia, Western Europe, Mexico, among others.

The Graduate School: Unique Features

1. Enrollment: 27,734, graduate, professional, and undergraduate students; 7,129 full-time matriculated graduate/professional students (3,148 women); 5,247 part-time matriculated graduate/professional students (1,973 women). Research, teaching and service are supported by a total staff of 6,875 members at USC. Graduate/professional Faculty: 2,161 full time (520 women), O part-time, includes 358 minority (45 African-Americans, 257 Asian-Americans, 55 Hispanics, 1 Native American)

2. Graduate Students and faculty groups: 9,154 full-time graduate matriculated students (3,995 women); 3,169 part-time (1,106 women); includes 2,939 minority (427 African-Americans, 1,866 Asian-Americans, 607 Hispanics, 39 Native-Americans), 2,807 international. Average age: 29 years old.

3. Tuition: $ 555 per unit. Fees of $ 320 per year.

4. Programs: are provided through the following Schools: Communication, Letters, Arts and Sciences, Division of Humanities, Division of Natural Sciences and Mathematics, Social Sciences and Communication, Business Administration, Safety and Systems Management, Law Center, School of Gerontology, Architecture, Cinema-television, Dentistry, Education, Engineering, fine Arts, Independent Health Professions, Music, Pharmacy, Public Administration, Social Work, Theater, Urban and Regional Planning, Medicine, combined programs, among other programs in the Graduate School.

5 Degrees offered: Doctoral: Ph.D., D.Ed, and Master's degrees.

6. Requirements for Admission: official transcripts for all undergraduate and graduate degrees and for other course work from each college or university attended. Academic records include year-by-year records from each college or university attended that indicate the number of lecture and laboratory hours devoted each week to each course and the grades received, in addition to official documents indicating the award of degrees with the titles and date conferred. Three academic recommendations; tests results of any standardized examinations such as GRE, SAT or ACT and the TOEFL (for international students whose first language is not English), must be sent to USC from the Educational Testing Service or the American College Testing Program. Each department may have specific requirements. Students admitted in the provisional status must satisfy all those conditions by the end of the first semester of enrollment.
Office Address: Dean of Graduate Admissions
University of Southern California
University Park, Los Angeles,
California 90089-0913
Phone 213-740-6755 and 743-5179

7. Requirements for Graduation: All graduate students must meet both university degree requirements and those degree requirements specific to their program of study university degree requirements consist of grade point average, unit, residency, and time limit requirement. Degree requirements specific to student's program of study consist of course, examination and research requirements. Master's: The time limit for completing the Master's is five years; the minimum number of units required is 24, at least 20 of which must be completed at USC as residency requirement. A master's thesis research is an option in many areas. Doctorate: The time limit for completing the doctoral degree is eight years. The minimum number of units is 60 (at least 24 of which -exclusive of Dissertation 794-must be completed at USC, as residency requirement or period of intensive study completed on the University Park campus). The Ed.D. and Ph.D. degrees are conferred on the basis of high scholarship, demonstrated research skill, proven professional competence and personal dedication and integrity as judged by the faculty. The doctoral dissertation must be completed within 3 years from admission to candidacy.
Grade point average: at least 3.0 on all units and on all graduate work attempted at USC.

8. Doctoral degrees awarded in 1993-94: 681 doctorates awarded.

9. Student Services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students, medical care except hospitalization covered by mandatory health fee.

10. Financial Aid: Fellowships, research assistantships, teaching assistantships, full and partial tuition and fee waivers, employment, career-related internships or fieldwork available, institutionally sponsored loans, and federal work-study.

11. Research Facilities: Doheny Memorial Library plus 19 additional on-campus libraries; total holdings of 2,7 million volumes, 38 million manuscripts, 3 million photographs, 1,5 million microforms, more than 38,000 current periodical subscriptions. A total of 138 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to n line bibliographic retrieval services.

12. Computer facilities: Alliant 2800, IBM ES 9000-320, Apple Macintosh, IBM PC. Personal computers on campus linked to Internet.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Faculty and enrollment: Graduate School of Education Faculty members: 1,352 (248 women) and the Curriculum faculty: 40 members (11 women), plus research and teaching assistants. Education students: 504 full-time (339 women), 294 part-time (183 women); includes 175 minority (53 African-Americans, 64 Asian-Americans, 55 Hispanics, 3 Native-Americans), 93 internationals. Average age: 37 years old.

2. Name of the Unit: Graduate School, School of Education, Department of Curriculum and Teaching.

3. Head or contact faculty: Dr. Barbara Solomon, Dean Graduate School
Curriculum and Instruction Graduate Programs
University of Southern California
University Park, Los Angeles,
California 90089-0913
Phone 213-740-2188, 90089-0031.

4. Name of Program that focuses on Curriculum: Curriculum and Instruction (Ed.D, Ph.D); Curriculum and Teaching (M.S); Instructional Technology (M.S), and Ph.D. in Curriculum, Teaching and Special Education). Additional programs include: communication handicapped; language, literacy, and learning; learning handicapped; teaching English as a second language.

5. Departmental Requirements: Entrance: GRE, general test. Degree requirements: for master's foreign language not required; for doctorate, dissertation required, foreign language not required. Some programs require practicum course work which focuses on experiences and activities in the field.

6. Doctoral Degrees granted in 1993-94: 33 doctorates in Curriculum Studies.

7. Primary Goals of the Graduate Programs in Curriculum are: The School of Education prepares teachers, researchers, counselors, administrators and curricular specialists to assume leadership within the spectrum of educational settings in the United States and other nations. The School of Education is committed to research and long-term educational development, as well as to the training and support of educational professionals. The faculty in engaged in basic and field research directed toward the improvement of teaching and learning, the administration of educational development, and the analysis and formulation of effective public educational policy. The traditional function of the university is to teach students-- in the classroom, studio, laboratory, seminar room, on the displaying field, and where they live. USC is committed to the principle that this educational mission is most effectively carried out in a context that encourages the creation of knowledge. The program for the Master of Science in Education is designated to develop qualities and

techniques requisite to leadership in professional service. The fundamental objectives of the program are to develop an awareness of the major fields and their relationships within professional education, to develop an understanding and an appreciation of the purposes and procedures of educational research, and to develop a particular proficiency in one or more of the special fields within the education profession. Specializations in Curriculum and Teaching, Learning Handicapped, Communication Handicapped, Instructional Technology, and science education are offered by the Division of Curriculum and teaching. Both doctoral programs (Ph.D. and Ed.D.) place a strong emphasis on the acquisition of inquiry skills and on the collaborative and interdisciplinary study of issues mutually engaging to both students and the School of Education faculty members.

8. This Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, and participation of faculty and students in professional groups, and research. USC places a premium on research and scholarship and on the professional and scholarly credentials of its faculty. The School enjoys international as well as national visibility. Its programs are accredited by the Californian Commission on Teacher Credentialing and the Western Association of Schools and Colleges. In addition to the Los Angeles Campus, the School has graduate study centers in several California cities and in Hawaii. The School of Education is one of the nation's oldest and largest institutions of professional education. Classes in Education and Curriculum started during 1890s. In 1909 a separate Department of Education was organized within USC; in 1911 the state of California authorized USC to grant the high school teacher's certificate; and in 1918 the School of education was established.

9. Unique strengths of the Graduate Program in Curriculum Studies:(1) faculty (productivity, research-oriented, stable and fully dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, (2) Students The students come from a wide variety of disciplinary, professional, cultural, and geographic backgrounds (USC students come from all 50 states -approximately 57% from California, 37% from out of the state- and 107 other countries. Approximately 29,5 % of the university's total enrollment, is composed of American minorities; a further 14% consists of foreign students -giving USC the largest number of international students of any major private university). (3) Curriculum : tailor making most of program; it provides a basis in research perspective, design and methodology for conducting and interpreting scholarly work; (4) research: emphasis on inquiry, reputation for research, national and international visibility, and variety of forms appreciated. Each year, USC's distinguished faculty and modern facilities attract substantial external funding for educational and scientific research. According to the National Science Foundation, USC currently ranks eighth among private universities receiving federal funds for research and development support and 18th among all universities, and (5) environment: atmosphere of faculty-relations and large urban area (national and international).

10. Faculty research: diverse forms of curriculum inquiry in faculty publications.

Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Graduate programs at USC emphasize the acquisition of appropriate research and forms of curriculum inquiry skills to solve contemporary educational problems and to make contributes to theory and general knowledge. Research courses offered for 1994 are: 593ab master's seminar/ 594abz (examination and analysis of research and literature), 790 Research and 791 Proposal for Doctoral Dissertation (preparation of initial dissertation proposal), 792 Critique of research in Counseling Psychology (survey and critical analysis of selected research), 794 Doctoral

Dissertation, 515 Curriculum and research In Mathematics, 517 curriculum and research in Sciences, 518 Curriculum and research in Social Studies (all related to curriculum planning, instructional materials, modern methods of teaching and recent research: its application in the classrooms), 583 Advanced Methods, Practicum and research in Speech for the Hearing Impaired Child (examination and application of current research). 592 Independent Study (creative projects or investigations), 616 Research in instructional Technology (current research, emphasis on empirical and analytic studies), 43 Current Research in Intellectual deficits (critical theories and research), 669 seminar in Literacy, Cognition, and Curriculum,(current theory and research), 694abz Advanced Thesis(Maser's), 790 Research (leading to the Doctorate), 791 proposal for Doctoral Dissertation.

2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take research courses: six-unit minimum research methodology requirement are required for the Ed.S students and twelve units are required for the Ph,D (three units must be in analysis of variance/multiple regression, three units must be in advanced quantitative research design, six units must be taken in two of the following five areas: qualitative and advanced qualitative research methodology, advanced educational measurement, multivariate statistics and advanced survey research) The student must be enrolled in 794 Dissertation each semester except summer session after admission to candidacy until all degree requirements have been completed; (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (according to the students' needs and interests with the guidance of their faculty adviser), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from the different programs.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
University of Southern California, January, 1993 - June, 1994

(1) Title: FACTORS THAT INFLUENCE THE SELECTION OF THE ASSISTANT SUPERINTENDENT OF INSTRUCTION
Author: BENNETT, JOHN WESLEY
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ROONEY, PATRICK

Research Problem: Purpose. To review the literature for factors considered important in the selection of the assistant superintendent ofinstruction and have those factors evaluated by currentsuperintendents and assistant superintendents of instruction.

Methodology. Superintendents with six or more months tenure andassistant superintendents of instruction K-12 with less than 48months in the position from small districts (700-4,999 ADA), mediumdistricts (5,000-9,999 ADA), and large districts (10,000-40,000 ADA)were asked to respond to factors considered important in theselection of an assistant superintendent of instruction. Datacollected from the participants were subjected to analysis byinferential and descriptive statistics with significant responsesreported out.

Major Findings. (1) Assistant superintendents rated "priorexperience at the site and central office" as significantly moreimportant than did superintendents. Smaller districts rated thisfactor as more important than did medium and large districts. (2)Superintendents of large districts viewed developing theinstructional calendar as significantly more important than did theirassistant superintendents. (3) Administrators in both small andmedium size districts rated "prior involvement in staff development"as more important than did large districts. (4) Administrators inboth small and medium size districts rated "knowledge about currenttheories of learning" as significantly more important than did largedistricts.

Conclusions. (1) Assistant superintendents of instruction insmaller districts with less support staff rely on prior experience asa data base for decisions. (2) Assistant superintendents ofinstruction and superintendents of large districts are more concernedwith multitrack year-round calendars that have greater implicationsfor instruction and union contract negotiations. (3) Both small andmedium districts rely more on the assistant superintendent ofinstruction for staff development than do large districts with moresupport staff. Recommendations. (1) Institutions of higher learning need toexplore the development of specific programs designed to providetraining for the position of assistant superintendent of instruction.(2) State and national organizations should gather data to develop astandardized profile for the position of assistant superintendent ofinstruction. (3) Candidates for the position should have 25 or morehours beyond a master's degree in education in either curriculum,supervision, or educational administration. (4) Experience prior toappointment in the position should be a minimum of five yearsteaching and three years administrative. (Copies availableexclusively from Micrographics Department, Doheny Library, USC, LosAngeles, CA 90089-0182.).

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific Evaluative

(2) Title: THE ROLE OF THE PRINCIPAL: RESPONSIBILITIES, TIME CONSTRAINTS, AND CHALLENGES
Author: DIAZ, MYRNA I.
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: STROMQUIST, NELLY

Research Problem: The purpose of the study was to assess the role of elementary and middle school principals as educational leaders.

The study, conducted as a survey research, included five countiesin the San Francisco Bay area and 200 principals, and coversdemographics of the principals and their schools, major areas ofresponsibilities, utilization of time, critical problems, areas inwhich principals needed more training, and duties which could best behandled by the central office.
Females were found to hold 60% of the positions and males 40%.Most of the principals (88% males, 72% females) are white. Thegreatest number of principals (47%) are between 40 and 59 years ofage, and most (63% males, 78% females) had held their presentpositions five years or less. Principals ranked their administrativeareas in descending order as follows: instruction, pupil services,supervision, administration, curriculum, human relations, andclerical work. Few of the principals were spending their timeaccording to their stated priorities. The most frequent criticalproblems were the lack of proper financial support, vocal parents,and lack of community involvement. The top three areas in which principals wished they had received more training were teachersupervision and evaluation, human relations, and time management.Principals believe that the central office should do most of thedatagathering in the district.
Although most principals identified instructional leadership astheir most important function, they stated that they did have enoughtime for it. They reported spending most of their time onadministrative and clerical duties. They experienced stress at themounting paperwork and the amount of time spent gathering data forreports. Principals expressed frustration at not being able to spendtheir time on their top-ranked educational priorities.
It is recommended that principals: receive ongoing training insupervision, human relations, and time management; spend more time oninstruction, pupil services, and supervision. It is furtherrecommended that districts: implement orientation programs for newprincipals; continuously evaluate and revise their training programs;reduce the mounting responsibilities and paperwork of the principal.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Action

(3) Title: IMPLEMENTATION FACTORS RELATED TO SUCCESSFUL OUTCOMES IN MATHEMATICS AND SCIENCE FOR LIMITED-ENGLISH PROFICIENT STUDENTS
Author: ROBLES, DARLINE PARRA
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD

Research Problem: The purpose of this study was to complete an analysis of factors related to the implementation of the math and sciencecurriculum promoted by the math and science frameworks with theteaching of limited-English proficient students. The study focused onthe decisions made by one district at one school site that determinedwhich new math and science emphases the school implemented, theirplans for implementing the selected emphases, the new instructionalstrategies employed by teachers and the impact on studentachievement.
The study was designed specifically to answer the followingquestions at the district and school levels: (1) What were thedistrict and school visions and concepts of the new science andmathematics programs related to limited-English proficient students?(1.1) What roles do various state policy levers play inschool/district implementation of the new science and mathematicscurriculum that emphasizes hands-on, manipulative approaches tocontent topics, and complex thinking skills? (1.2) What are theimplementation factors associated with effective implementation thataffected positive outcomes for limited-English proficient students?(2) What changes in classroom instructional practices forlimited-English proficient students resulted from effectiveimplementation of the Frameworks? (3) What were the outcomes forstudents, teachers, administrators, and schools as organizations?

A case study research design was utilized to provide informationregarding the implementation of the math and science frameworks.District and school site visitations, observations and interviewswere conducted during the Fall semester, 1988-89. An analysis of the findings was conducted and identified thefollowing implications of district and school vision, the role ofpolicy levers, implementation factors and conception of new scienceand mathematics on student outcomes for limited-English proficientstudents: (1) In schools where there are high expectations for allstudents to succeed, all students succeed, including limited-Englishproficient students. The implication for state and local policymakers is to ensure that all students receive quality instruction,that all staff members reflect in their attitudes and instructionalstrategies high expectations for all students. (2) If the factors forsuccessful initiation/adoption and implementation (tightly coupleddistrict/school vision; initial awareness, content, and skilltraining; ongoing assistance; and administrative support) areevident, then successful implementation of other curricular areas,and positive outcomes for teachers and students will develop. (Copiesavailable exclusively from Micrographics Department, Doheny Library,USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Action Phenomenological

(4) Title: TEACHERS' SELF-REPORTED SENSE OF EFFICACY AND ITS RELATIONSHIP TO TEACHERS' PERCEPTIONS OF PRINCIPAL LEADERSHIP AND SCHOOL CLIMATE
Author: SHAWN, JOEL PHILLIP
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: SCHWARTZ, AUDREY

Research Problem: Purpose. The purpose of this study was to determine the relationships among teachers' perceptions of their principal'sleadership, their school climate and their self reported sense ofefficacy. In addition, the relationships among the involvement ofschool principals in the California School Leadership Academy (CSLA)training program and teachers' perceptions of their principal'sleadership, school climate and their self reported sense of efficacywas studied.

Methodology. A review was made of relevant literature related tothe topic. Based on the literature review research questions weredeveloped to examine the study problem. Three validated self reportsurvey instruments were selected for use. A stratified random samplewas constructed from the population of interest and self reportsurvey instruments, principal data sheets, teacher data sheets andcover memos were sent to selected schools. Data collected from the 52schools of the study sample were analyzed.

Selected findings. (1) There are no statistically significantrelationships between the number of years the principal has been inthe CSLA program and the dependent variables: "Personal Efficacy,""Teaching Efficacy," "School Climate," and "Principal Leadership."(2) The variables, Supervises and Evaluates Instruction, Frames theSchool Goals, Provides Incentives for Teachers, Accomplishment,Satisfaction, Power and School Plans to Apply for SB1274Demonstration Grant, positively contribute to the discriminantfunction predicting "Personal Efficacy." (3) The variables,Supervises and Evaluates Instruction, Frames the School Goals,Accomplishment, Commitment, and Power contribute positively to thediscriminant function predicting "Teaching Efficacy". Selected conclusions. Teachers in the sample believe that theycan learn what it takes to reach all children but believe lessstrongly that they have the innate ability to reach all children.

Selected recommendations. Principal leadership programs shouldinclude curriculum that promotes the understanding of therelationship among teacher efficacy, principal leadership and schoolclimate. Research should be conducted that compares schools whoseprincipal has not participated in a leadership program with schoolswhere the principal has participated to develop a greaterunderstanding of how principal training

affects and influences theperceptions of teachers. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(5) Title: THE FUTURE OF HIGHER EDUCATION IN THE UNITED ARAB EMIRATES
Author: ALSUWAIDI, KHALIFA A.
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor BROUSSARD, VERNON

Research Problem: Problem. The purpose of this study was to answer two major questions. The first dealt with the historical development of highereducation in the United Arab Emirates. The second concerned majorissues and problems facing higher education in the U.A.E.

Procedures. To answer these two questions, the researcherreviewed literature about the historical development of highereducation in the U.A.E. and conducted formal interviews with expertsin the field. Moreover, he designed a questionnaire that addressedmajor issues and problems facing higher education in the U.A.E.

Results and recommendations. The findings and recommendations ofthe study are summarized in four categories. The first concerns thecurriculum and technology and includes (1) the need for long-termplans; (2) re-evaluation and modification of the Basic EducationProgram; (3) the necessity to purchase updated textbooks; (4) theimportance of maintaining segregation between males and females; and(5) the importance of computers. The second area concerns scientificresearch needs: (1) reducing faculty's teaching and administrativeloads to give them more time for research; (2) enriching the U.A.E.U.library with references and books and to link it with researchcenters around the world; and (3) providing financial resources forresearch. The third category involves academic freedom: (1) improvingand fully implementing the bill of rights and duties of facultymembers; (2) providing long-term contracts for faculty members; and(3) allowing faculty members to form a labor union. Finally,miscellaneous findings include: (1) the importance of the Ministry ofHigher Education; (2) adopting a new national educational policy; (3)the need for another public university in the country; (4) theimportance of accrediting private higher education institutions; (5)nationalizing administrative and academic positions; (6) reviewingstudent admissions policies; and (7) the need for other sources offinancing higher education in addition to the government.

Further research. Further research is recommended in the areas of(1) the role of private institutions of higher education in thecountry; (2) the government's policy regarding sending studentsabroad for their higher education; and (3) the role of the Ministryof Higher Education in the future of the education system. (Copiesavailable exclusively from Micrographics Department, Doheny Library,USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Historical

(6) Title: IMPLICATIONS FOR EFFECTIVE IMPLEMENTATION OF MATHEMATICS AND SCIENCE FOR CALIFORNIA SCHOOLS
Author: AYALA, CELIA C.
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: ODDEN, ALLAN

Research Problem: This case study was to complete an analysis of an elementary school site actively implementing a new science andmathematics program. The school was selected because it was believedto encourage the use of new science activities or a manipulativeconcept approach to mathematics and had been successful in producingpositive outcomes among students, teachers, administrators, and theschool as an organization. The study also sought to identify thenature of the new mathematics and

science curriculum and thedifferent teaching strategies needed to teach the new curriculum toall students.
A case study research design was utilized with district/schoolsite visitations, observations and interviews conducted during1988-89. Analysis of the findings identified the followingimplications for schools, districts, and the state: (1) additionalresearch is needed to determine if findings in this study applies toimplementation of frameworks in other areas; (2) state policy leversshould support "top-down" pressure for districts to implementcurriculum reform. Continuing development of frameworks, alignedassessment, and text adoptions with thinking/meaning content iscrucial to instructional improvement; (3) linkage of district andschool site vision, goals, staff development, and ongoing support arecritical to the long-term change process; (4) teacher involvement iscritical up front, in the planning and implementation of the changeprocess; (5) needs of language minority students should match thesame outcome expectations as the general population; (6) the needs ofbilingual teachers to address primary language instruction and/ortraining on second language acquisition, bilingual education andsheltered approach are critical in terms of content implementation;(7) there tends to be a higher level of participation and achievementof LEP students when the teacher is bilingual. For mathematics,teachers and students are further in the implementation of schoolplans. In science, additional in-service, resources and practice areneeded; (8) cooperative groups make a difference for all students.Teachers who use cooperative groups tend to have higher expectationsfor their students. (Copies available exclusively from MicrographicsDepartment, Doheny Library, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(7) Title: CALIFORNIA HIGH SCHOOL RESTRUCTURING: A CASE STUDY OF INLAND EMPIRE HIGH SCHOOL
Author: BARNES, VIRGIL DEAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: MARSH, DAVID D.

Research Problem: California's policy-based school reform strategy is aimed at engaging high schools in comprehensive holistic reform. Little iscurrently known as to how a local high school develops its vision forrestructuring and manages the implementation and change brought aboutby these new comprehensive reforms. Therefore, it is important tounderstand how lead high schools are carrying out restructuring.
The purpose of this study was to examine how a lead high schoolwas implementing principles of restructuring such as those containedin California's policy-based reforms: SB-1274 and Second to None. Thestudy focused on content, vision, change process, extent ofimplementation, and connections across these topics.
A research team of 12 doctoral students, at the University ofSouthern California, conducted qualitative case study research oflead high schools in California. This study was one of the twelvestudies.
Purposive cluster type sampling was used from the set of highschools which were already implementing principles of restructuringas set forth in SB-1274 and Second to None. The high school in thiscase study was selected from this sample.
The case study utilized a case study guide, administrative,teacher and student questionnaires, extensive interviewing, anddocument analysis, classroom observations, and student focus groupsas data collection strategies. Selected findings included: (1) A new professional culture wasemerging in the school based around shared decision making and tosome degree teacher networking. (2) An evolutionary vision buildingprocess had a significant influence on the adoption andimplementation of reforms. (3) The role of instructional leadership,blended with that of change facilitator in the principal

hadsignificant influence on culture building, vision evolution, and thechange process across a large (4,200 enrollment) high school. (4)Large policy levers like SB-1274 and Second to None influenced theschool's reform efforts. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(8) Title: A CHANGE PROCESS FOR DEVELOPING EXEMPLARY MIDDLE SCHOOLS (MIDDLE SCHOOLS)
Author: BROWN, ELEANOR LORRAINE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: MARSH, DAVID D.

Research Problem: The purpose of this study was to understand what elements of exemplary middle school reform as depicted in the California StateDepartment of Education's Caught in the Middle (1987) wereimplemented in identified exemplary middle schools and how theseelements were implemented within the context of the post 1983educational reform agenda. The study assessed the extent of theschools' intention to implement and their actual implementation ofeach element.

A focus of the study was the interaction between state policydirection and the local implementation process. With the emphasis onreform in the middle schools and with various state policy directionsinitiated during the same time, the study examined how the schoolsand their district-level organizations responded to these directionsand the interaction between the two organizations during theimplementation process.

The design of the study was based on a comparative case surveyresearch design. Detailed, descriptive individual case studies werecompiled for each of the selected eight middle schools; these casestudies were then analyzed both vertically within the site andhorizontally across the sites.

Several major themes emerged as a result of reviewing andanalyzing the findings of the study. These themes in turn pointed topolicy issues and subsequent recommendations that have the potentialto enhance the support provided to schools and districts foreducational improvement. The four conclusions that developed werethat (1) the state's waves of reform have the capacity to prodschools to implement new types of curriculum and instruction, (2)there is a need for a schoolwide change process to support complexreform effort, (3) the SIP can provide some support for the changeprocess at a school site, and (4) the SIP demonstrated a capacity tofacilitate staff development, a critical component of Wave 3 reforms.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological

(9) Title: EVALUATION OF ELEMENTARY SCHOOL SELF-ESTEEM PROGRAMS FOR AT-RISK STUDENTS (AT RISK)
Author: FILER, JANICE THOMPSON
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: SCHWARTZ, AUDREY

Research Problem: A quasi-experimental design was used to determine the effectiveness of three different programs designed to raise theself-esteem of fourth grade students. Six classrooms with 114students in all comprised the sample. Three additional classroomsconsisting of 79 students served as the control group. Most of thestudents in the control group and in the experimental group wereidentified by their teachers to be at-risk. At-risk factors includedlow attendance, gang membership, family problems, poor discipline,low achievement, and exposure to drugs. The study took place overfive months. A pre/post questionnaire containing 32 questions abouthow the

students felt about themselves assessed changes in theirself-esteem. Self-esteem was measured in the five areas of security,self-hood, social attributes, achievement, and potential.

The teachers of the students and the review of the literaturesupported the position that at-risk students suffer from lowself-esteem. The self-esteem programs used in this study wereReasoner's Building Self-Esteem, Borba's Esteem Builders, andMcDaniel and Bielen's Project Self-Esteem. These programs were allfound to be in use in Los Angeles area schools.

The literature review suggests that successful programs for theat-risk student use advisory committees, contracts, highexpectations, the learning style approach, and the enhancement ofself-esteem. The results of this study do not indicate that self-esteem can beraised using a deliberate program. Reasoner's Building Self-Esteemprogram showed a significant difference in the area of achievement.None of the other areas of security, self-hood, social attributes, orpotential were changed significantly. The overall findings of thisstudy did not give support to the contention that a formalself-esteem program will raise self-esteem significantly. Further research is needed in the area of self-esteem and theat-risk student. Alternative programs and assessment tools are neededto enhance the self-esteem of fourth grade students. More research isneeded which considers the use of self-esteem strategies for both thehome and in the community. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(10) Title: IDENTIFICATION OF ATTRITION FACTORS IN TELECOURSE STUDENTS AT PASADENA CITY COLLEGE (CALIFORNIA)

Author: FOLEY, AHNI DALE

UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD .

Advisor: KAZLAUSKAS, EDWARD J.

Research Problem: Purpose. The purpose of this study was (1) to test the significance of seven specific variables on successful telecoursecompletion (gender, age, ethnicity, distance from campus, number ofhours worked, educational-degree goal, procrastination); (2) record"when" during the semester non-completers decide to leave the course;(3) identify reasons for telecourse student withdrawal; and (4)determine a profile for the successful telecourse student.

Procedure. Questionnaire and attendance data were collected for708 students in nine telecourses during the Fall 1992 semester atPasadena City College. At the end of the semester, the questionnaireswere divided into two groups: those who finished, and those who didnot. Instructor records were examined to determine when students haddropped out of the course. Telephone interviews were made to thenon-completers asking why they decided to withdraw from the course.Finally, determination of a profile for the successful student wasmade based on the seven variables evaluated.

Treatment of the data. T-test and chi-square statistics were runto determine the significance of seven variables on telecoursecompletion. Charts were constructed to show the attendance andwithdrawal activity of students for each telecourse and to reveal thepercentage of students who dropped out for various reasons.

Findings. T-test and chi-square statistics showed no statisticalsignificance for the success of a telecourse students based ongender, ethnicity, age, living distance from campus, number of workhours, educational-degree goal, or procrastination tendencies.

Attendance records emphasized the propensity for telecoursestudents to drop out at the third or fourth class session. Sincetelecourses meet either five or seven times during the semester, thiscoincides with the midterm examination.

The primary reasons for telecourse student withdrawal were jobconflict (23%), personal problems (20%), structure of telecourse(19%), academic ambition (12%), teacher-initiated drop (7%), academicfailure (7%), and other (12%).
The profile for a successful telecourse student could not bedetermined, showing that all participating students had an equalchance at success.
Recommendations. (1) Improvement of the advertisement oftelecourses. (2) Improvement of academic guidance. (3) Additionaltraining for telecourse instructors. (4) Implementation of studentretention strategies. (5) Periodic evaluation of telecourse programs.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(11) Title: A CASE STUDY ANALYSIS OF PERFORMANCE-BASED SCIENCE ASSESSMENT IN TWO CALIFORNIA SCHOOLS AND TWO ENGLISH SCHOOLS
Author: FOSTER, CHRISTOPHER WAYNE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: MARSH, DAVID D.

Research Problem: Purpose. During the past decade serious questions of science education in the United States have come into view. Reportshave highlighted the important assumptions toward creating a morescientifically literate society in which assessment of studentprogress was seen as a critical component. The major purpose of thisstudy was to examine performance-based science assessments used inCalifornia and English schools and to determine the extent to whichinformational feedback from these forms of assessment had on studentachievement. Three secondary purposes of the study were to examineperformance-based assessment and (a) conditions that led to theestablishment or modification; (b) the way in which assessment wascarried out locally, and (c) how local conditions influenced the useof the assessments.
Method. A case study methodology was designed to examine theestablishment and modification that was involved in the process ofimplementing performance-based assessment in four schools in twodifferent contexts.
Findings. (1) Initial attempts to try was affected by pressureencountered, policies and political constraints. (2) Classroomteachers enacted new policies based on their already establishedknowledge, beliefs and practices. (3) The antecedent phase of thechange greatly influenced the ability of teachers to build capacityfor the implementation. (4) Instructional alignment andassessment-driven instruction were evident. (5) Curriculum-embeddedassessments provided formative informational feedback. Conclusions. (1) Successful implementation relied on theexpertise of local experts. (2) Local influences had a strong effecton use. (3) Information received from the assessments had an effecton the teachers' instructional decisions. (4) Assessment-driveninstruction appeared to be an underlying principle forcurriculum-embedded assessments and end-of-course examinations.
Recommendations. (1) Staff development must be an integralcomponent of policy change. (2) Opportunities for students toexperience, experiment and develop process-oriented investigativeskills should be provided. (3) Additional investigations should focuson performance-based assessment to consider whether the assessmentsare completing the intended conceptual loop and whether theassessments are valid levers in implementing the desired change.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(12) Title: WRITING-TO-READ PROGRAM: IMPLEMENTATION AND EFFECTIVENESS
Author: GARCIA-NAVA, TRINIDAD
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: STROMQUIST, NELLY

Research Problem: The focus of this study was the implementation and effectiveness of the Writing-To-Read program. In terms ofimplementation, the Concerns-Based Adoption Model measured throughthe Stages of Concern Questionnaire was used to document the adoptionof the program. The IBM Site Visitation Inventory instrument providedevidence regarding fidelity and level use of the program. The Stagesof Concern Questionnaire provided limited support that the concernsof the users attained the level hypothesized for impact on studentscores to occur; but the Site Visitation Inventory provided evidenceof fidelity and program implementation.

Regarding effectiveness, comparisons of the before program datato the after program data and two-way analysis of variancecalculations were made for a sample (n = 2,208) of Non-English,Limited-English, Fluent-English, and English-Only students inkindergarten, first, and second grades. The program was foundeffective in all grades although statistical significance (p. $<$.05)was verified only for kindergarten students in English reading. Themean scores in English reading for Spanish speaking students whobecame Fluent-English Proficient students were found to besignificantly higher (p. $<$.05) than the mean scores for EnglishOnly students. The mean scores for Limited-English Proficientstudents in English reading were found to be higher than the meanscores for English Only students; and although the differences inscores were not found to be statistically significant the mean scoreswere above the at-risk level of 40 NCE units. An increase in the meanscores in English reading for Non-English Proficient students wasalso noted; again even though the increase was not statisticallysignificant, the mean scores were above the at-risk level of 40 NCEunits. Writing-To-Read students registered greater gains thancomparable students before the program was implemented.

Regarding Spanish achievement, one-way analysis of variancecalculations for a sample (n = 5,300) of pupils in kindergarten,first, and second grades provided evidence that the Writing-To-ReadEnglish program does not decrease the achievement of students inSpanish reading. (Copies available exclusively from MicrographicsDepartment, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(13) Title: IMPLEMENTATION OF THE CALIFORNIA ENGLISH LANGUAGE ARTS FRAMEWORK IN AN ELEMENTARY SCHOOL: A CASE STUDY OF BEACHFRONT SCHOOL
Author: LOVE, LAURIE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: Implementating the English Language Arts Framework throughout California schools represents a major challenge. Severalcritical factors affect implementation if it is to be successful.These factors are: district leadership, academic orientation,cognitive demands of the strengthened curriculum, active involvementof teachers and administration, a shared vision between the districtand the school and between administrators and teachers. There isinsufficient research regarding implementation of state initiatedprograms in California classrooms.

This study was designed to identify the factors involved withsuccessful implementation of the CA Language Arts Framework at asingle school site. Data were collected using three sources:interviews, observations, and document review. This study employedquantitative and qualitative data analysis and provided an in-depthexamination of a school site in the

process of implementatingcurriculum changes. Specific data were collected in district andschool vision, state policies and programs, classroom practicesincluding degree of implementation of the 14 critical elements of theLanguage Arts Framework, change process, staff development,curriculum content, and leadership functions.
This study site had an articulated vision of the Language ArtsProgram. Critical elements that were valued by the district andschool were the ones that were at a higher degree of implementation.Principal support, including visionary leadership, pressure, andfidelity of implementation, proved to have a large impact on thestudy participants.
State policies and programs affected the study site in variousdegrees. The CA Literature Project, Program Quality Review Process,and mentor teachers had high impact on implementation.
Staff development programs assisted in bringing about change.There was extensive use of outside consultants. The principal playeda key role in staff development, modeling, coaching, anddemonstrating. The antecedent phase provided teachers an opportunity tofamiliarize and practice the new curriculum expectations. Teacherswere required to practice new instructional practices before formaladoption/initiation of the new Language Arts Program.
This study identified and analyzed the implementation processused by one school site and district. Other schools and districts canuse the information to assist in the implementation of newcurriculum and instructional models. (Copies available exclusivelyfrom Micrographics. Department, Doheny Library, USC, Los Angeles, CA90089-0182).
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(14) Title: DIALOGUE JOURNAL WRITING AND THE MEDIATED DEVELOPMENT OF WRITING: HOW DO SECOND LANGUAGE LEARNERS ENGAGED IN AUTHENTIC ACTIVITIES DEVELOP AS WRITERS?
Author: ULANOFF, SHARON HILDA
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: RUEDA, ROBERT

Research Problem: This study examines the impact of primary language instruction on second language writing acquisition, specifically whenstudents are engaged in socially mediated writing activities. Thisstudy attempts to describe the writing development of nine Englishlearners over the course of three years. Observation, interview anddocumentary analysis were used in order to generate case studies ofthree groups of students: English learners who received English-onlyinstruction and those who received primary language support andinstruction in a transitional bilingual education program, bothearly-exit and late-exit. Analysis of the data reveals growthpatterns for students in all three groups in terms of both contentand surface features.
As the main data source, this study examines the dialoguejournals of nine fifth grade students from an urban Los Angelesschool. These students participated in a pilot program where theyremained with the same teacher for four years. Dialogue journals,interactive books that teachers and students shared over the courseof the four years, were collected for three years. It is in theanalysis of the writing in these journals that the developmentalpatterns in writing throughout the course of the study emerged. Findings indicate that the students who had initial primarylanguage support made greater progress than those who receivedinstruction only in English. Furthermore, those late-exit studentswho spent more time developing literacy in their first language had astronger learning curve, paralleling other research studies inbilingual education that predict that those students with longerprimary language support will eventually progress even further thanthose who learned only in English. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(15) Title: CORRECTING MISCONCEPTIONS. A COMPARISON OF TWO ANALOGICAL METHODS: USE OF VERBAL/GRAPHIC AND USE OF A PHYSICAL MODEL
Author: WEBER, BARBARA JEAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: O'NEIL, HARRY

Research Problem: Two categories of analogical instruction were compared on effectiveness of misconception correction. One hundred fourteensubjects were randomly assigned to each of three instructionalgroups, (1) verbal/graphic/physical model (2) verbal/graphic and (3)no instruction.

Significant differences between groups 1, 2 and 3 wereestablished on the posttest. Significance was also confirmed formeasures of precise time, and solution of both tasks between allthree groups. Significantly more subjects in group 1 precisely solvedboth tasks than subjects in group 2. Subjects that precisely solvedboth tasks reported significant use of cognitive strategy thinking.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Evaluative-Normative

(16) Title: AN ASSESSMENT OF SCHOOLING BY HIGH SCHOOL DROPOUTS AND GRADUATES ENROLLED IN THE FRESNO METROPOLITAN REGIONAL OCCUPATIONAL CENTER/PROGRAM (CALIFORNIA)
Author: FORD, BARBARA ELIZABETH
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ROONEY, PATRICK O.

Research Problem: This study was designed to survey student perceptions of traditional schooling and the schooling received in the FresnoMetropolitan Regional Occupational Center/Program (FMROC/P). Itidentified school related reasons that influenced students to dropoutof or stay-in high school; identified reasons dropouts and graduatesenrolled in FMROC/P; appraised students' satisfaction with theFMROC/P; and, determined if there are gender, racial/ethnic, and/orsocioeconomic differences in student perceptions.

Adult students enrolled in the FMROC/P were surveyed using aninstrument in which students responded to questions and ratedstatements about their experiences at FMROC/P and their experiencesin regular junior and senior high school. Responses to questions werecrosstabulated with sociodemographic data and statement ratings wereanalyzed using the ANOVA and T-tests.

It was concluded from the study that: students who were highschool dropouts did not complete high school due to in-school andpersonal reasons; high school graduates got along better with theirjunior and senior high school teachers than did dropouts; foundlessons more interesting and useful, teachers more interested inhelping, and received more instruction through lecturing than diddropouts; males found lessons more interesting and useful,instructors well informed of job opportunities, and were encouragedmore than females in their junior and senior high school experiences;Black and Hispanic high school graduates received less instructionthrough lecturing than did other graduates; most graduates anddropouts returned to school and enrolled in FMROC/P to develop andupgrade skills; and, students perceived the differences betweenFMROC/P and regular junior and senior high school were that: FMROC/Phas a personal and individualized approach, teaches job specificskills, has an updated and relevant curriculum, has caringinstructors and staff, instructors take more time with students, andoffers a hands-on approach. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Scientific

(17) Title: A COMPARISON OF THE EFFECTS OF SYNTHESIZED AND VOCAL TIMBRE ON THE MELODIC PERCEPTION OF CHILDREN, AGES 6-12 (SYNTHESIZED TIMBRE)
Author: FALCONER, DAVID JOHN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: DMA
Advisor: HANSHUMAKER, JAMES

Research Problem: This study examined the comparative effectiveness of synthesized versus vocal musical timbres as sound sources for melodicdictation with children at the elementary-school level. A review ofthe literature revealed no investigations that had measured theeffect of timbre on children's melodic perception using melodicdictation as the evaluative tool.

During the 1991-1992 school year, a battery of 126melodic-dictation tests was administered to 258 students enrolled ina private elementary school in Los Angeles, California. A Kodalymusic-education curriculum was used in the test school. Students weredivided into two sections per grade level, grades one through six.Prior to the test year, class membership was manipulated to createequal or nearly equal sections. The following factors were consideredin determining class membership: ethnic/racial balance, gender,achievement, quarterly grades, daily performance, attitude, andmusical aptitude.

Each grade level was administered its own series of twenty-oneresearcher-developed melodic-dictation tests, which were consistentwith the Kodaly sequence of melodic instruction. Because the studywas concerned with the effect of timbre on melodic perception, onegroup at each grade level was given its dictations by one of sevenorchestral timbres played on a keyboard synthesizer. The researchersang the dictations on a neutral syllable for the other group at eachgrade level. All dictation examples were played or sung in the samerange, at the same tempo, and at approximately the same dynamiclevel. Tests were scored according to a standard intervallicprocedure. Results were analyzed using a variety of statisticalprocedures.

Analysis of the data revealed the following: (1) use ofsynthesized timbres produced more significant results than use of thehuman voice; (1) developmental differences were noticed among thegrade levels, with first- and sixth-grade students scoring higherthan those in the other grades; (3) musical aptitude was asignificant factor: high-aptitude students scored better than thosewith low aptitude; (4) male subjects scored significantly lower thanfemale subjects; (5) Selected synthesized timbres were more effectivethan others, but no conclusive recommendations could be generatedfrom these data. (Copies available exclusively from MicrographicsDepartment, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-Hermeneutic

(18) Title: LITERATURE-BASED ENGLISH-LANGUAGE ARTS IMPLEMENTATION STUDY
Author: FOGEL, JUDITH MARIE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: The purpose of this study was to determine what strategies facilitated the successful and effective implementation of the K-12English-Language Arts Framework and a literature-based language artsprogram in one district and school in California, and to examine thedegree to which characteristics of the program were beingimplemented. To achieve the stated purpose, an in-depth case studywas conducted at a school identified as one implementing the newframework and highly involved in a literature-based approach toinstruction in the language arts.

The framework components associated with features of an effectiveEnglish-language arts program were reflected in the instruments usedto gather data. Interviews, observations,

questionnaires, lessonplans, and other documents were employed in the process and analyzedwith respect to district and site level functions and activities thatsupported adoption and implementation. The study was of a largerstudy which included fourteen sites that were in the second or thirdyear of implementation of the framework. Inherent in the purpose wasthe study's contribution to the larger study.

To address the questions of the study, the related literature wasreviewed in several key areas. Those areas included the broad themesof a new approach to language arts instruction and issues of policyimplementation. The analysis of the data collected in the study wascompleted in the form of a case study write-up which presentedantecedent, initiation/adoption, and implementation processes for thenew English-language arts program, as well as a summary and analysisof the interrelationship of the curriculum content, the instructionalstrategies and materials used to support the curriculum, and the roleof the teacher and of state policies and programs in implementation.

Findings describe the vision for the school and district for thelanguage arts program, the implementation process, the role andimpact of state policy on program content and the change process,site and district leadership behaviors, and outcomes for teachersinvolved in the in-depth study. The findings suggest conclusions andrecommendations regarding the implementation of the new framework.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(19) Title: A CASE STUDY OF THE IMPLEMENTATION OF THE CALIFORNIA ENGLISH-LANGUAGE ARTS FRAMEWORK IN A LOW SES SCHOOL IN A NORTHERN CALIFORNIA DISTRICT (SCHOOL DISTRICT, CURRICULUM IMPLEMENTATION)
Author: HEXOM, T. DENISE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: Currently, many districts are pursuing curricular and policy reforms in an attempt to restructure education to address thechallenges of the twenty-first century. Few systematic studies havebeen conducted to determine the effectiveness of mandated curricularand policy changes at the service delivery level. Using observations,interviews, and review of lesson plans, student portfolios, and sitedocuments of a low socio-economic elementary school in NorthernCalifornia, this study examines four factors in the implementation ofthe California State Department of Education English/Language ArtsFramework: staff development in the antecedent phase, principal andteacher leadership roles, teacher collaboration, and the impact onbilingual students. In order to institutionalize significantcurriculum changes, findings reveal the importance of staffdevelopment follow-up by site or district staff as well as the needto provide time for dialogue among teachers to promote collaborationand peer coaching. Findings also indicate the importance of trainingteachers in language acquisition strategies, including cooperativelearning, to provide cognizant instruction to bilingual students.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(20) Title: IMPLEMENTATION OF ENGLISH-LANGUAGE ARTS IN BAYSIDE UNIFIED SCHOOL DISTRICT (CALIFORNIA)
Author: PETERSON, SHIRLEY YVETTE
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: The new English-language Arts Framework hopes to establish a literature-based English-language arts program with changes inteaching strategies, instructional materials and the integration ofcurricula for all California teachers. The problem is will the newframework work, and will new approaches to teaching language arts beimplemented across districts and schools.

The purpose of the study was to examine the implementationprocess of the new curriculum in one district and school inCalifornia. Program content, materials, and instructional strategiesof the new English-language arts curriculum were identified andcompared to the framework. The study identifies antecedent variablesof pre-implementation information about the "environmentalhistory/culture" of the school; the district and site level functionsand activities that supported the initiation/adoption ofimplementation; the implementation factors at the state, district andschool levels to support the adoption; the impact of the newcurriculum on student achievement; the role of certain state policiesand programs in the adoption and implementation process; and, factorsindicative of institutionalization are identified.

To achieve the stated purpose, an in-depth case study wasconducted at a school identified as one implementing the newframework and highly involved in a literature-based approach toinstruction in the language arts.

Using questionnaires, interviews, classroom observations, andgathering documents, the study was designed to reveal both theinstructional strategies used in the classroom and the studentoutcomes that resulted from the new approaches and materials. Thedistrict and site curricula were analyzed for curriculum content andpedagogical themes and then compared to the framework.

The study was part of a larger study which included fourteensites that were in the second or third year of implementation of theframework. Inherent in the purpose was the study's contribution tothe larger study. Findings describe the vision for the school and district for thelanguage arts program, the implementation process, the role andimpact of state policy on program content and the change process,site and district leadership behaviors, and outcomes for teachersinvolved in the in-depth study. The findings suggest conclusions andrecommendations regarding the implementation of the new framework.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative Action

(21) Title: IMPLEMENTATION OF THE ENGLISH-LANGUAGE ARTS FRAMEWORK IN AN OPEN CLASSROOM SCHOOL IN A NORTHERN CALIFORNIA SCHOOL DISTRICT

Author: STOKES, JOHN FREDRICK
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: This study examined the implementation process of the California English-Language Arts Framework in an open classroomschool. The study investigated both school and district effort inimplementing the new framework. Both the school and the district weresocioeconomically and ethnically diverse, and were actively involvedin the second year of implementation of the English-Language ArtsFramework. The data were gathered via two rounds of interviews withpreliminary data triangulated and verified through observations ofclassrooms and people, as well as from written documentation.

The study found strong implementation of the new framework andpedagogy. The district and school site believed in the importance ofa curriculum in which reading, writing, speaking, and listening wereintegrated. The district and the school site implemented a program offormal writing and oral language instruction, using instructionalstrategies as oral reading, questioning strategies, study guides, andcooperative learning. The

antecedent stage, initiation stage, andadoption stage were vigorously acted on by both the school and thedistrict. The school piloted a program which included: language artsinstruction with trade books, writing program, whole languageinstruction, a consultant program, and establishment of a schoolwideteacher network.
The district established and trained a districtwide cross-roleteam for the initiation state of implementation. The districtcommitted $500,000 and hired both an outside consultant and anEnglish-language arts coordinator to assist in staff training andimplementation of the curriculum. The district provide eight days of staff development forimplementation of the new program and direct school site training byboth the outside and the district's language arts consultant. Key toimplementation at the site level was a cooperative attitude foundamong the staff members. The teachers worked very closely with eachother and spent considerable time meeting and planning. The successof the implementation was directly related to teacher coaching andplanning that existed at the school. (Copies available exclusivelyfrom Micrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative Action

(22) Title: PERCEPTION OF THE EFFECTIVENESS OF THE ISLAMIC CURRICULUM IN SELECTED SAUDI ARABIAN MIDDLE SCHOOLS AS PERCEIVED BY ADMINISTRATORS, TEACHERS, AND STUDENTS (CURRICULUM)
Author: AL-MEAJEL, TALAL MOHAMMED
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: BROUSSARD, VERNON

Research Problem: The purpose of this study was to determine the effectiveness of the Islamic curriculum in middle schools for boys inRiyadh City, Saudi Arabia, as perceived by principals, supervisors,teachers, and students. This information will be provide thoseeducators who are responsible for designing, implementing,evaluating, and improving the Religious Education curriculum.Questionnaires were designed to explore issues concerning thephilosophy of the Religious Education curriculum, methods ofteaching, textbooks, and classroom characteristics, and to evaluatethe availability and frequency of use of instructional aids in theclassroom.
The research population consisted of principals, supervisors,teachers, and students at the middle school level in Riyadh, SaudiArabia. The study sample consisted of 444 participants from 20randomly selected schools in Riyadh, as follows: 20 principals, 15supervisors, 89 teachers, and 320 students. Response rates exceeded85% for all groups.
The data were analyzed using the Statistical Analysis System.Frequency distributions of responses were generated and t-tests wereperformed to determine significant differences between groups.
Data analysis indicated that the methods of teaching are poor andare ineffective in terms of student achievement, the design andformat of textbooks does not facilitate learning, and curricularcontent is too difficult for the age level of the students. There isa lack of effective communication between students and teachers.Finally, the study found that parents do not support their childrenwith respect to the children's religious education courses. (Copiesavailable exclusively from Micrographics Department, Doheny Library,USC, Los Angeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(23) Title: WHO IS THE UNIVERSITY FACULTY MEMBER? A DESCRIPTIVE STUDY OF THREE FACULTY GROUPS IN ONE UNIVERSITY (TEXAS)
Author: ALLENDER, JUDITH ANN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD .

Research Problem: This qualitative descriptive study looked at three groups

of faculty from the departments of education, business, and nursing,working at one university. It explored the skills, preparation,values, goals, workload, and strategies that these educatorspossessed.
A guided interview, developed and used by the University of Texasat Austin in 1980 with teacher educators, was used with appropriatemodifications for the broader variety of educators included in thisstudy. Seven research questions were formulated for theinvestigation.
The participants were members of one faculty in a stateuniversity system of a large and populous state. The group was chosenfrom a stratified, random sample of convenience. Faculty membersconsented (verbally and in writing) to be interviewed and audiotapedafter being assured of confidentiality. The subjects were interviewedat their convenience in their offices and each interview lasted 45 to90 minutes.
Descriptive statistics were used in the analyses: frequencies,percentages, and cross-tabulations. The themes and patterns thatemerged were included in the analysis according to three categories:nominal data, qualitative data (excerpted quotations from individualinterviews), and selections pointing up significant trends within thedata.
This study revealed that faculty come from a variety ofeducational backgrounds which may or may not include coursework toprepare them to teach. Being experts in their fields and a bit of anactor are ideal attributes for university faculty as perceived bythis group. This faculty had many years of work experience beforecoming to the university and felt they had "found their niche." Thefaculty remained fairly isolated within their own department, enjoyedthe intellectual stimulation of the university, and working withstudents. They would do no other job. Committee work and a lack ofuniversity support, in the form of time for their research, were twonegative experiences expressed by most. Trends in the data indicatedthat more women were coming to the university to teach, yet remainedbehind their male counterparts in quantity of publications or amountsof grant monies awarded. The results of this study contribute to theliterature about university faculty. (Copies available exclusivelyfrom Micrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(24) Title: PARENTS, TEACHER, AND STUDENT ATTITUDES TOWARD MATHEMATICS AND STUDENT ACHIEVEMENT OF SELECTED EIGHTH-GRADE STUDENTS IN THE INGLEWOOD UNIFIED SCHOOL DISTRICT (CALIFORNIA)
Author: ARMSTRONG, WANDA LIDDELL
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: BROUSSARD, VERNON

Research Problem: Purpose. The purpose of the study was to measure and analyze the correlations between the expressed attitudes towardmathematics of selected eighth grade students, their parents, andtheir former seventh grade mathematics teachers and relate theseattitudes to student achievement in the seventh grade.
Methods. One hundred fifty students were chosen using stratifiedrandom sampling procedures from a population of 935 eighth gradestudents in the Inglewood Unified School District, along with 187parents, and 13 former seventh grade teachers. Attitude towardmathematics was measured utilizing: (a) Dutton's Attitude TowardMathematics, Form C (for students), (b) University of CaliforniaAttitude Scale Three (for teachers), and (c) University of CaliforniaAttitude Scale Three (modified for parents). Semester mathematicsgrades were obtained, and the grade point average for each studentwas calculated (to two decimal places). Standardized achievementscores (CAT-E, Form E, Level 17) were obtained for each student.

Findings. The findings of the study revealed that: (1) There wasa significant relationship between the attitudes of students towardmathematics and the attitudes of their parents toward mathematics.(2) There was no significant relationship between the attitudes ofstudents toward mathematics and the attitudes of their former seventhgrade mathematics teachers toward mathematics. (3) There was asignificant relationship between the attitudes of students towardmathematics and the grade point averages of students in mathematicsduring the seventh grade. (4) There was a significant relationshipbetween the attitudes of students toward mathematics and theirachievement in mathematics. (5) There was a significant differencebetween attitudes of students with high grade point averages (3.0 andabove) in mathematics and the attitude of students with average gradepoint averages (below 3.0) in mathematics. (6) There was nosignificant difference between the attitudes of male students towardmathematics and the attitudes of female students toward mathematics.(7) There was no significant relationship between the attitudes ofstudents toward mathematics and the attitudes of former seventh grademathematics teachers and parents of students toward mathematics whenconsidered simultaneously. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(25) Title: SCHOOL/BUSINESS PARTNERSHIPS DESIGNED TO ENHANCE CURRICULUM REFORM: A CASE STUDY
Author: CLARK, BARBARA H.
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: MARSH, DAVID D.

Research Problem: The purpose of this school/business partnership case study was to investigate reasons why most partnerships fail to achievegoals. The study investigated the implementation process of atechnology curriculum program sponsored by a district and a nationalcorporation.

The definition, structure and types of partnerships werepresented. Reasons and purposes of partnership formation werecategorized into three headings--school improvement, opportunism andtransition from school to work.

Differences in the traditional public approach and thepartnership approach to education were identified. The study revealedthat the private sector approach was an underlying factor associatedwith the low level of implementation across the district.

Three sets of factors influenced implementation--factors internalto the district, factors outside (external) the district and factorsunique to partnerships. Internal factors included teacher needs metby the program; teacher clarity of the program and its goals;perceptions of quality and practicality of the program;administrative support to teachers; the dynamics between the districtdecisionmaker and teachers.

The dynamics between the district (decisionmakers and teachers)and the corporation were associated with implementation. Externalfactors included collaborative planning among key players from bothorganizations; goals of the partnership; clarity of issues, roles,responsibilities and expectations; need for extensive interaction;support for the partnership from top district and business leaders,as well as from a champion for the cause.

Relationship dynamics were influenced by characteristics uniqueto partnerships. Characteristics included (1) form, or organizationalprocesses used to initiate and operationalize the partnership and (2)goal structure.

Goal structure was comprised of teachers, district anddecisionmakers, and business leaders; goals related to thepartnership (organizational or self-serving goals, program goals,partnership goals); opportunistic; professional and student needs;public and private interests.

Guidelines for successful partnerships were presented within aquality concept framework. The study concluded that if considerationis not given to these guidelines, partnerships may promote thosetypes of educational programs that partnerships typically seek tosolve. (Copies available exclusively from Micrographics Department,Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological

(26) Title: PARENT INVOLVEMENT AND STUDENT SUCCESS: A STUDY OF EDUCATIONAL ACHIEVEMENT OF MEXICAN-AMERICAN STUDENTS
Author: DAHER, JUDITH MARY
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ROONEY, PATRICK

Research Problem: This study was designed to describe the long term academic achievement of Mexican-American children whose immigrant, limitedEnglish proficient parents participated in a structured, bilingualparent involvement program for 18 months while their children wereenrolled in elementary school in suburban Redwood City, California.The study described high school graduation rates and entry intopostsecondary education of project students as well as theperceptions of parents and students of the factors which theyreported as influencing achievement.

The research employed a multiple case study design applied tofourteen families representing 93% of project families who hadstudents scheduled to graduate from high school in June, 1990. Thestudy used quantitative data in terms of high school graduation andentry into postsecondary studies to measure student achievement overtime. Qualitative data derived from a series of parent and studentinterviews were employed to determine factors which were perceived toinfluence student achievement.

Analysis of high school dropout rates indicated that children ofproject families dropped out of high school to a lesser degree thantheir peers. Eighty-three percent of project students who graduatedentered postsecondary education on either a full- or part-time basis.Two years after graduation, 83% of enrollees continued ininstitutions of higher education.

The majority of high school graduates attributed their success totwo groups of people: their parents and themselves. The graduatesindicated that specific behaviors of their parents had significantpositive impact. Exhibiting a strong internal locus of control,graduates also cited their own hard work and determination as majorcontributors to their success. Dropouts cited the absence of a mentoror some adult to serve as an advocate as a major factor in theirfailure.

Parents of graduates indicated their own attitudes, values, andbehaviors as being of great influence on their children's success.Parents of dropouts often appeared to fault themselves for lack ofinterest in their children and lack ot attention to their schoolprogress. In the majority of families with dropouts, parents citednegative peer relationships as the reason their children dropped outof school. (Copies available exclusively from MicrographicsDepartment, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(27) Title: CALIFORNIA ENGLISH-LANGUAGE ARTS CURRICULUM IMPLEMENTATION IN NEW CENTURY UNIFIED SCHOOL DISTRICT (CURRICULUM IMPLEMENTATION, CALIFORNIA)
Author: FORCIER, BARBARA JEAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: Implementing a new English language arts state framework,

which intended to influence the teaching strategies and styles,instructional materials selection, and integration of curriculum forall teachers in California, involved all aspects of the changeprocess. The analysis of the district and site level functions andactivities that supported the adoption and implementation of thecurriculum and delineated the role of certain state policies andprograms in the antecedent, adoption, and implementation processeswere studied. Key to understanding the degree to which the newapproach to language arts was being implemented in one district andschool in Southern California, the factors related to theimplementation, program content, materials, and the instructionalstrategies of the language arts curriculum were identified andcompared to the state framework. In addition, the study identifiedthe district and site level functions and activities that supportedthe adoption and implementation of the curriculum; assessed theimpact of these new curricula on student achievement; and delineatedthe role of certain state policies and programs.

To ascertain whether new approaches to the teaching of languagearts can be implemented across districts and whole schools ratherthan just in isolated classrooms, an in-depth study was conducted ata school that was identified as being in the second or third year ofimplementing a language arts program. Activities included interviewsof district and site level administration, teacher leaders, andclassroom teachers; analysis of written curriculum and otherdocuments; classroom observations of six teachers; and the use ofquestionnaires and surveys. Using classroom observations and teacherinterviews, the study sought to find both the instructionalstrategies used in the classroom and the student outcomes thatresulted from the new approaches and materials. There was a moderateto high implementation of the fourteen critical components of theEnglish language arts framework by the six classroom teachers.Findings that contributed to successful implementation were a strongalignment of both site and district vision, conceptual clarity,strong central office commitment, and an immediate press forfidelity. An implementation plan developed by the district and staffdevelopment program were also important components. (Copies availableexclusively from Micrographics Department, Doheny Library, USC, LosAngeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative

(28) Title: IMPLEMENTATION OF THE CALIFORNIA ENGLISH-LANGUAGE ARTS CURRICULUM FRAMEWORK
Author: KOTOWSKI, NANCY JEAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD .
Advisor: ODDEN, ALLAN R

Research Problem: California's curriculum-focused school reform strategy is aimed at producing major changes in classroom teaching and learning.The cornerstone of the strategy has been defining instructionalvisions in frameworks that are based on professional consensus ofwhat constitutes core curriculum of each subject. Implementing astate curriculum framework is a complex process of a state policypenetrating district and school boundaries to dramatically changeclassroom teaching and learning. A questionnaire study was conductedto examine the degree to which California's language arts frameworkwas implemented and to identify the factors supporting the changeprocess. A questionnaire was administered to classroom teachers at 14diverse elementary schools in California (return rate = 82 percent; n= 258) by case study researchers who also conducted qualitative casestudies. Factor analysis of the data was used to systematicallyexamine teachers' perceptions of the program being implemented. Fiveunderlying constructs were identified. Three dimensions of theframework were at a moderate degree of implementation (experientiallanguage arts instruction, core program for all students with skillstaught in meaningful contexts, and thematic integration) and mixedresults were found regarding two dimensions (comprehensiveness andcoherence of

the program being implemented and the issue of phonicsinstruction). Overall, teachers indicated they wanted to more fullyimplement the framework, but their classroom practice suggested amoderate degree of implementation. Factor analysis identified 12variables that characterized the implementation-change process at thesample schools and districts. Overall, teachers rated six factors asstrongly present and six as present to only a moderate or low degree.The study found that a moderately strong implementation processproduced only a moderate degree of program implementation. The surveyfindings were similar to findings in the detailed qualitative casestudies. While case studies provided deeper insight, the surveyresults showed that it is possible to efficiently collect a largeamount of reliable information on both the degree of implementationand processes supporting implementation. While the study raises thequestion of actual implementation, it suggests that systematicexamination of teachers' perceptions provides useful data tofacilitate sophisticated observational study of policy implementationat the classroom level. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(29) Title: HOW CHILDREN VIEW LITERACY (READING, WRITING)
Author: LAMBERT, JANE GOMILLION
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: MACIAS, REYNALDO

Research Problem: The purpose of this study was to investigate the views toward literacy held by four fifth grade students and to morespecifically define the role of the teachers and the role of thefamily in determining how children view and use literacy.Consequently, the purpose of the study was two-fold: (1) to discusshow fifth grade students view literacy and literacy instruction; and(2) to discuss how parents and teachers view literacy and literacyinstruction and speculate how their views may have influenced thestudents' views. The study revealed that literacy beliefs evolve fromongoing participation in social contexts.

A qualitative research design that was descriptive in nature wasutilized. The case study was used as the primary research strategyfor collecting and reporting the data. The research study includedthree data collection procedures. Each of four children participatedin a structured interview regarding their views toward reading andwriting. Additionally, former teachers of the children and theparents of the children were issued questionnaires regarding theirbeliefs toward literacy and literacy instruction.

Data analysis involved both an intra-analysis and across-analysis of the case studies. The intra-analyses indicated thatchildren's definitions of literacy are socially determined, withparents and teachers influencing their understandings to varyingdegrees. In addition, the cross-analysis yielded the followingresults: (1) the children viewed literacy primarily from areductionistic perspective; (2) the children did not recognize theirteachers as having influenced their literacy development directly;(3) the children focused on the role of the parents in their literacydevelopment; (4) the children's views of reading tended to closelyparallel their views of writing; (5) the parents tended to support areductionistic view of literacy; (6) the teachers viewed literacymore holistically, with the lower grade teachers showing thestrongest holistic belief systems; and (7) there were strongerparallels between the parents' and the children's orientations toliteracy than the teachers' and the children's orientations toliteracy.

The study broadened the understanding of the social-interactionalperspective with regard to children's conceptions of not onlyreading, but also writing. The results suggested that educators, bothteachers and parents, must focus on meaningful communication as theprimary purpose for reading and writing. (Copies availableexclusively from Micrographics Department, Doheny Library, USC, LosAngeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Phenomenological-

(30) Title: THE ENGLISH-LANGUAGE ARTS PROGRAM IMPLEMENTATION IN COASTAL VALLEY SCHOOL DISTRICT (CALIFORNIA)
Author: LEIGHTY, CAROL ANN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: ODDEN, ALLAN

Research Problem: This case study, one of 14 conducted across elementary schools in the state of California, investigates the implementationprocess of the California English Language Arts program in grades K-3at one school. Inherent in the purpose was the single case studycontribution to the larger study. Factors related to theimplementation process were identified and analyzed by reviewingschool climate and change history, district and site activities whichsupported the adoption including district and principal support.Program content, materials and instructional strategies weredetermined and the impact of state programs such as the CaliforniaWriting Project, the mentor teacher program, the California SchoolLeadership Academy and the Program Quality Review were assessed.

The design of the study included gathering data throughobservations, interviews, questionnaires, case studies and documentanalysis. Research instruments, such as innovation configuration,structured interviews of central office staff, principal, leadteachers and participating teachers and lesson plan analysis weredeveloped and applied.

The study resulted in several findings. First, teachers weretransitioning between the district's previous mastery learningprogram and the ideals of the California framework. Interviewsindicated the transformation to the goals of the framework would takemore staff development, more instructional materials in the classroomand more time to fully understand the new philosophy. Second, "plumppieces" or activities carried on in the district prior to the newadoption, had a positive effect on the implementation of the newcurriculum. The California Writing Project, for example, providedexcellent pre-adoption training, was closely matched to the newprogram and validated teachers' expertise as they began the newprogram. Finally, language arts programs provided in English andSpanish were not equal in instruction, materials or technicalsupport. As indicated in the framework, instruction in the student'sprimary language is important to later success in English. However,few resources or commitment were evident to ensure such success.(Copies available exclusively from Micrographics Department, DohenyLibrary, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(31) Title: EVALUATING BUSINESS AND INDUSTRY TRAINING: A CASE STUDY ASSESSMENT OF METHODS AND UTILIZATION
Author: LEWIS, HOWARD BRYAN
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: PHD
Advisor: MARSH, DAVID S.

Research Problem: The intent of this study was to examine methods of evaluating business and industry training and factors associated withthe use of evaluation information that were recommended in theliterature and to compare these methods with evaluation methods andutilization enablers practiced by training professionals in acorporate environment.

A qualitative, semistructured, or guided interview technique waschosen. Four training programs, within one corporate setting, wereselected for in-depth analysis. From over 70 identified evaluations,five from each program were sampled to provide a rich, descriptivedatabase.

Three research-based evaluation models were used in thecomparative analysis. Application of the Beer and Bloomer (1986)Levels of Evaluation model was extensive with high

fidelity.Application of the Kirkpatrick (1979) 4-Step evaluation model was notas extensive and fidelity to the model was limited. Alkin's (1985)predominantly school-based evaluation utilization framework wasconsiderably applicable to the corporate training environment. Evaluations were found to be instrumental in nature and servedmultiple users. Both formative and summative evaluation questionswere asked. The information needed to answer those questions wasgathered through a variety of people sources and documentation.Qualitative and quantitative analyses were conducted and theresulting reports were in numerous forms with an emphasis onusability. Evaluation information used was reported as 100% by nearlyall participants.
Conclusions drawn from the findings of this study included:evaluation methodologies in business and industry range from informaltechniques to scientifically rigorous measures; trainingpractitioners do not have to be knowledgeable or conversant intheoretical or research-based evaluation models to appropriately andeffectively apply those models; factors attributed to the use ofevaluation information are common between school systems andcorporate training environments, except for those directly related tothe school organization itself; and the relationship between trainingand evaluation is primarily symbiotic in nature. The implications for further research include (1) additional casestudies to increase generalizability and (2) longitudinal and focusedstudies to learn more about the evaluation of training. Newdirections for training practitioners focus on developing morein-depth knowledge of evaluation models. (Copies availableexclusively from Micrographics Department, Doheny Library, USC, LosAngeles, CA 90089-0182.)
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(32) Title: SCHOOL REFORM STRATEGIES THAT INFLUENCE SECONDARY STUDENT ACHIEVEMENT
Author: MCQUARY, MICHAEL GORDON
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD .
Advisor: MARSH, DAVID D.

Research Problem: Most school reform research has been focused on elementary schools and innovation and intensification change efforts. Verylittle research has been conducted on secondary schools andcomprehensive, systemwide change efforts. In addition, minimalattention has been given to examining the effects of school reformstrategies on secondary student academic achievement.
Purpose. This study investigated the implementation ofcomprehensive, systemwide school reforms in secondary schools inorder to identify relationships between school reform strategies andsecondary student achievement. Research questions included anexamination of high and low gain schools in terms of visions ofschool reform, utilization of state reform policies, implementationstrategies, and student outcomes. Procedures. This study was a second phase of a larger phase 1study. Phase 1 involved a qualitative data analysis of 17 separatecase studies of secondary schools implementing California's schoolreform effort. Phase 2 compared four high schools that had relativelyhigh student reading and math score gains with four high schools thathad relatively low student reading and math score gains.
Findings. High gain schools had visions of reform andimplementation strategies that were more highly defined and morehighly implemented than those of low gain schools. High gain schoolsutilized a higher percentage of state school reform policies,developed these policies to higher magnitudes of impact, and achievedhigher student academic outcomes. High gain schools had more highlydeveloped implementation strategies and greater integration ofcritical causal factors than low gain schools.
Conclusions. Secondary schools with the highest student academicachievement gain scores were the schools with the most comprehensivevision of school reform, the most clearly defined school reformpolicies, and the most highly developed implementation

strategies. Recommendations. Policies and resources should be provided totrain school staff to implement effective school reform strategiesthat encourage professional collaboration for positive change andstudent achievement. Districts should maintain a climate of schoolreform that supports principal leadership of the change process,cross role team building, and collaborative responsibility forimplementing reform strategies. (Copies available exclusively fromMicrographics Department, Doheny Library, USC, Los Angeles, CA90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Deliberative

(33) Title: COUNTY OFFICE INSTRUCTIONAL SUPPORT SERVICES DELIVERED TO SCHOOL DISTRICTS IN CALIFORNIA
Author: TIETJEN, STEVE MAX
UNIVERSITY OF SOUTHERN CALIFORNIA Degree: EDD
Advisor: LEMLECH, JOHANNA

Research Problem: Purpose. This study of county office instructional support service to school districts in California identified countyinstructional services delivered to school districts and schoolsites. Its purpose was to identify and clarify the level of serviceavailable to districts across the State and to identify effectivepractices of county office consultants.

Methodology. A descriptive methodology was utilized since theinformation needed to answer the questions posed by the study focusedon processes and interactions. Purposeful sampling was used toaddress the regional service structures of the intermediate agenciesin California. Data were collected through on-site structuredinterviews, shadowing, and observations.

Findings. It was found that county offices of education havecreated their own environmental turbulence through nonstandardizationof service to districts; through euphemisms which create unclearpictures of service potential (technical assistance); and throughvarying structures of the offices themselves.

Conclusions. The findings of this study are contextual in natureand their complexity belies the character of county office servicesto school districts and sites. Problems of county officesnotwithstanding, each office has addressed service needs in their ownunique way.

Recommendations. These include but are not limited to: Providinga clear role definition for consultants, maintaining access toschools through building organizational capacity, developing goalstatements and menus of service, and identifying services that thecounty can and cannot perform more effectively than other serviceproviders. Recommendations for further study include examination ofthe assister role and how the consultant creates credibility,establishes access, and gains support from key colleagues andsuperordinates. (Copies available exclusively from MicrographicsDepartment, Doheny Library, USC, Los Angeles, CA 90089-0182.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: Ethnographic-naturalistic

(21) THE UNIVERSITY OF TEXAS AT AUSTIN
Public coed university

The University of Texas at Austin is a major research institution established in 1876. Classes begin in the fall of 1883 with eight faculty members and 221 students. Today, close to 2,300 faculty, including Pulitzer Prize winners, Nobel laureates, and members of the National Academy of Sciences and the National Academy of Engineering, teach 49,000 students from all fifty states and over one hundred countries. The university is located in the capital city of the state of Texas. Austin lies at an altitude of about 150 meters amid the rolling hills of central Texas, surrounded by a number of rivers and lakes.

The University of Texas at Austin is a public institution, established by the state constitution. It offers undergraduate nearly 2,700 courses in eleven colleges and schools that provide 97 bachelor-level degree programs. The Graduate School offers 115 fields of study, of which nearly 90 offer graduate degrees. The graduate School (which does not include the School of Law) was established in 1909. More than ten thousand graduate students are enrolled, about seven hundred doctoral degrees and more than two thousand master's degrees are awarded each year. The university awards the largest number of doctoral degrees in the South and is one of only three southwestern members of the Association of American Universities.

Graduate School: Unique Features

1. En ollment: Total enrollment exceeds 49,253 students, including more than 13,342 mat iculated full-time graduate, professional students (5,681 women), 0 part-time.

2. Faculty and students groups: Graduate Faculty: 1,755 (360 women) includes 262 minority (52 African-Americans, 107 Asian-Americans, 96 Hispanics, 7 Native Americans).. Graduate students: 13,342 (5,681 women) full-time matriculated graduate/professional students, includes 1,312 minority (288 African-American, 324 Asian-Americans, 668 Hispanics, 32 native-Americans, 2,740 internationals. Average age: 30 years old.

3. Tuition: $ 936 per year full-time, $100 per semester (minimum) part-time for state residents; $ 3,276 per year full-time, $182 per semester (minimum) part-time for nonresidents. Fees of $393 per year full-time 133 per semester part-time.

4. Programs: are provided through the College of Business Administration, Communication, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Pharmacy, Public Affairs, Architecture, Nursing, Social Work, the Graduate School of Library and Information Service and the School of Law.

5. Degrees offered: Ph.D., D.Ed, and Master's Degrees (M.S, M.A, M.Ed).

6. Requirements for Admission: the TOEFL scores for non English natives are required; official transcripts for all undergraduate (a bachelor's degree from an accredited United States institution or equivalent) and graduate degrees and for other course work. Minimum grade point average: 3.0 (on a 4-point scale) in any undergraduate and graduate work; 3 letters of reference; previous subject preparation for the proposed graduate major; a satisfactory score from the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) taken within the last 5 years; a vita or resume, and a written essay discussing why the applicant wish to pursue a graduate degree in a specific field (with a statement of professional goals).
Graduate Admissions Office Address:
The University of Texas at Austin,

P.O Box 7608
Austin, Texas 78713-7608
Phone 512- 471-5942

7. Requirements for Graduation: There are three components of graduate study: coursework, independent study, and independent scholarly research leading to a report, thesis, or dissertation. In some areas, internships, field studies, and other professional experiences may also be an integral part of the program. The proportion of each type of study varies according to the previous training of the student and the nature of the major area. Students must spend at least two semesters or the equivalent in residence as a full-time student and must complete the major portion of the degree program at the University of Texas at Austin. Students must maintain, within the overall grade point average, a GPA of at least 3.00 in all upper-division and graduate courses in his/her major and supporting work. All requirements for a Master's degree (which consists of 30 to 36 semester hours of coursework, plus 6 for the thesis or research report) must be completed, -with a minimum of a grade point average of 3.0, within six-year period. No time limit is imposed on acquiring the Doctoral degree; however, all completed work that is included in the degree program at the time of admission to candidacy must have been taken within the previous 6 years (exclusive of a maximum of three years of military service). If the student have not completed the degree at the end of 3 years from admission to candidacy, the Graduate Studies Committee and the Dean will review the program yearly thereafter and they may recommend additional coursework, further examinations, or termination of his/her candidacy. Doctoral students must take comprehensive examinations after the residence requirement has been fulfilled and all coursework needed for candidacy has been completed. Minimum of number of credits: 51 plus 6 credits for the Dissertation. All graduate students must maintain an average of "B" or 3.0 (minimum).

8. Doctoral degrees awarded in 1993: 714 doctorates awarded.

9. Student Services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students.

10. Financial Aid: University and Graduate opportunity Fellowships, teaching assistantships, assistant instructors, partial tuition wavers, federal work-study, institutional sponsored loans, and career related internships or fieldwork available. The Alexander Caswell Ellis Fellowships are also available to the students.

11. Research Facilities: Perry Castaneda Library plus 20 additional on-campus libraries; total holdings of 6,066,136 volumes, 4,220,837 microforms, 78,446 current periodical subscriptions. access provided to on-line bibliographic retrieval services.

12. Computer facilities: CRAY Y-MP Model 24, CDC Dual CYBER 170/750, IBM 3081 D. Personal computers on campus linked to BITNET, CompuServe, Internet. The University library, the sixth largest academic library in the United States, is a resource center for Texas and the Southwest, as well as a national resource center.

Graduate Program in Curriculum Studies: Unique Features

1. Enrollment and faculty: The department of Curriculum and Instruction has an enrollment of 323 (249 women); includes 35 minority (6 African-Americans, 4 Asian-Americans, 25 Hispanics), 72 internationals; 175 full time students (140 Ph.D, 4 D.Ed, and 35 Master's

students enrolled for 1993-94. Graduate Education faculty: 1,755 (360 women). Curriculum Faculty : 41 full time with a Ph.D plus 2 with a Ed.D. and a number of *graduate assistants*. Range years of experience: between 2 to 32 years.

2. Name of Department: Curriculum and Instruction, College of Education, Graduate School.

3. Head: Dr. Joann C. Sweeney,.(Ph.D. Specialty: social studies education; international education; multicultural education; economic education). Almost 4 years as Department Chair, Curriculum Studies and Instructional Technology).

   Contact faculty members: Dr. Nancy Roser, Graduate Adviser and Pattie A. Rose, Graduate Coordinator
   EDB 406 College of Education University of Texas at Austin
   Austin, Texas 78712-1294
   Phone 512-471-5942/512-471-4116

4. Name of Program(s) : Curriculum and instruction (M.A, M.Ed, Ed.D, Ph.D);curriculum and teaching (M.S); instructional technology (M.S), foreign language education (Ph.D). Additional graduate programs include: international and intercultural education; educational psychology; educational leadership; language, literacy and learning; counseling psychology; communication handicapped; college students personnel services; administration and policy, among others.
   Areas of study for the Master's and Doctoral degrees, within Curriculum and Instruction are: Curriculum Studies and Instructional Technology, Multilingual Studies, Early Childhood Education, Language and Literacy Studies.

5. Requirements: Entrance: GRE. Degree requirements: In addition to the graduate school requirements, areas of study within Curriculum and Instruction require students to take a certain number of specified courses, a number which varies with the specialization. With the assistant of the Graduate Adviser or area program adviser, students at the master's level who do not wish to specialize in a specific area may elect to pursue a general degree and design their own program suited to their interest and needs. For a Ph.D student: minimum of credits: 51, 6 credits for Dissertation; for a D.Ed. minimum 51 credits and 6 for a dissertation and for a Master's degree a minimum of 30-36 credits, and 6 credits for a thesis. Grade point average required: 3.0.

6. Doctoral Degrees granted in 1993-94: 51 doctorates in Curriculum Studies (Curriculum and Instruction). In 1992, 60 master's, 38 doctorates awarded.

7. Primary Goals of the Graduate Programs in Curriculum are: The objective of graduate study at the University of Texas at Austin is to develop the intellectual breadth and to provide the specialized training necessary to a career in teaching, in research, or in the professions. Emphasis is placed on the knowledge, methods, and skills needed for scholarly teaching, original research and problem solving, intellectual leadership, creative expression, and other modes of achievement in the student's discipline. Graduate work in Curriculum and Instruction is designed to accomplish two major aims: (1) to strengthen knowledge in curriculum (what to teach) and instruction (how to teach); and (2) to provide experience in educational research. Students may develop degree plans which can prepare them for a variety of careers in school and non-school settings (i.e. industry).
   Graduates of Curriculum and Instruction usually assume academic, administrative and other leadership positions such as professors of education and teachers with advanced degrees, trainers in government and business, curriculum coordinators and instructional supervisors, curriculum or instructional designers and evaluators, educational

administrators and policy makers, managers of instructional systems, research specialists, producers of educational materials.

8. Program is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, Curriculum and Instructional characteristics, size and visibility of the program and curriculum research publications.

9. Unique strengths of the Graduate Program in Curriculum Studies: (1) faculty: productivity, research-oriented, stable and fully dedicated, diverse interests & backgrounds, wide number of publications, many speeches and papers for conventions, (2) research: emphasis on inquiry, extensive research data available, reputation for research, national visibility, (3) Students (placement, national recruitment, selection procedures; the major source of the university strength is the high quality of students, whose intellects and curiosity inspires the programs), (4) environment: resources, academic life and libraries, (5) Interdisciplinary Curriculum.

10. Faculty research: John Huntsberger (Ph.D. Specialty: Elementary/Middle School Science Education and Questioning Strategies and Techniques). 22 years teaching curriculum research. He has done 1 to 5 curriculum research reports and publications in the following forms of curriculum inquiry: historical, scientific, ethnographic-naturalistic, evaluative-normative, and integrative-review-synthesis. Research problem that he is investigating at present time: "acquiring science concepts via classroom interaction and discourse" He prefers to prepare graduate students as curriculum researchers by recommending them take a specific research methods course (i.e., Statistics and scientific Educational research); by initiating his graduate students into his research methods while he is engaged in a specific kind of research (i.e., hands on; experiential); and by asking students to enroll in a research methods course that includes students from many different programs.
Dr. O.L. Davis, Jr. (Ph.D. Specialty: Curriculum Development; Curriculum History; Social Studies in Education). Dr. Davis has 3 years of experience teaching curriculum research. He has published between 11 to 15 research reports and other written materials in each of the following forms of curriculum inquiry: historical, and integrative-review-synthesis; and between 6 to 10 focused on theoretical research. Problems he has been researching at present time: "Curriculum History in US W.W.I"; " Curriculum History in US during W.W.II", "Curriculum History in England during W.W.II".

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry: Inquiry training is to permeate all aspects of graduate programs, with more emphasis in research design, research methodology, statistics, historical, ethnographic-naturalistic, and independent research. Curriculum research courses available in the Program of Curriculum Studies focused on: research design, research methodology, statistics, scientific, ethnographic-naturalistic, theoretical, evaluative-normative, deliberative, simulations/modeling. All Master's degree programs must include the following two courses: EDC385G Curriculum Studies and Instructional Technology (society, knowledge, and education in an information age), and EDC 384P Research Methods (educational research and design: an overview of diverse forms of curriculum inquiry). For the Doctoral 9 hours minimum of research methodology courses, of which 6 hours must represent content equivalent to that provided in EDC 684 PA/PB, from the following: EDC 384P Statistical Inference, ESC 684 PA-PB Research Design and analysis I & II, 385H Ethnographic and qualitative research Methods, ANT 381K Topics in Anthropological Methodology, EDP 380E Fundamentals of statistics, EDP 380G Principles of statistics and Measurement, EDP 380 Psychometrics, EDP 380-480 Psychometrics, EDP 382-482 K Quantitative Methods, HIS 397K Historiography, PSY 384K Statistical Methods, HIS 397K Historiography, PSY 384-K Advanced Statistics, PSY 391P Design, Measurement and Analysis, SOC 387L Survey Research Methods (diverse forms of curriculum inquiry), SOC 388 K Field and Observational Methods, SOC 388L Historical and Comparative Methods. All students will take the following basic courses: EDC 385 G Advanced Curriculum Studies, EDC 385 G Foundations of Instructional Technology, EDC 385 G Doctoral Seminar. Curriculum Studies students will take EDC 396T directed research or another course that has a substantial research component. Instructional Technology students will take one of the following courses: EDC 385 G Analysis of Instructional Technology Research; EDC 396T Directed Research in Curriculum and Instruction; and EDC 385G Ed. Communications Seminar: Research Practicum.
The Doctor of Philosophy degree (Ph.D.) is a research degree designed to prepare students to become scholars, that is, to discover, integrate, and apply knowledge, as well as communicate and disseminate it. The degree emphasizes the development of the capacity to make significant original contributions to knowledge in a context of freedom of inquiry and expression. In addition to holding a master's degree or the equivalent, those pursuing this degree will be expected to develop the ability to understand and evaluate critically the literature of the field and to apply appropriate principles and procedures to the recognition, evaluation, interpretation, and understanding of issues and problems at the frontiers of knowledge (from the Graduate catalog, University of Texas, 1991-93). The Ph.D. in Curriculum and Instruction offers graduate students opportunity to study the theoretical bases of curriculum and teaching, and prepares them to make significant research contributions to their field. In general, the research courses available are mainly focused in the following forms of curriculum inquiry: historical, ethnographic/naturalistic, scientific, theoretical, evaluative/normative, deliberative. Other courses provide knowledge in statistics, research design, research methodology, survey research, and simulations/modeling. Curriculum Research courses required for a Ph.D student: minimum 2 and for a Master's: minimum 2.

2. Ways to prepare graduate students as curriculum researchers: (1) Recommend all doctoral students to take 9 hours minimum of research courses (quantitative-qualitative approaches); (2) initiate graduate students into specific research methods while professors are engaged in a specific kind of research (according to the students' needs and interests with the guidance of their faculty adviser), (3) put students in an overview course on different types of research; and (4) ask students to enroll in research methods courses which includes students from different programs.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Texas, January 1993 - June 1994.

(1) Title: STUDENT LEARNING AND THE ORGANIZATIONAL VARIABLE OF ABILITY GROUPING
Author: AIDMAN, BARRY JOEL
THE UNIVERSITY OF TEXAS AT AUSTIN - PHD pp: 181
Advisor: WAGSTAFF, LONNIE
Source: DAI-A 54/08, p. 2807, Feb 1994

Research Problem: The purpose of this study was to examine the relationships between student knowledge of ability group level, student self-concept, and student performance on a test of subject matter comprehension. In addition, the study was to investigate whether theeffects of ability grouping were mediated by self-concept. Atheoretical model of learning (Hallinan, 1987) provided a conceptual framework for this study. One hundred seventy fifth grade students participated in this experimental study which utilized a pre-post multi-group design. First, the participants completed the Piers-Harris Self-Concept Scale(1984). Next, the participants were given a teacher made pre-testabout architecture. The participants were then randomly assigned toan ability group: low, high, or uninformed. The experimental treatment occurred when participants in the low and high groups were told that they had been placed in that ability group. Participants then watched a 25 minute instructional videotape about architecture and took a post-test over the material. Throughout the study, the comments and behaviors of the participants were observed and noted. At the conclusion of the study, a random group of students from each experimental group was interviewed to gain insight into student thoughts and motivations during the experiment.

The results of the study showed no statistically significant relationship between student performance and what students were told about their ability group placement. The results also revealed no significant interaction between self-concept and ability group placement.

Significant relationships were found between self-concept and student performance, ethnicity and student performance, and between ethnicity and self-concept. In addition, student performance was significantly related to the interaction of ethnicity and ability group placement. The study also revealed that students had significant verbal and non-verbal reactions to being told they had been grouped, especially those in the low group. The feedback students received was critical to their motivation. These findings are important for practitioners to consider when deciding how to group students for instruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-scientific

(2) Title: ADMINISTRATIVE ISSUES AND EXECUTIVE LEADERSHIP BEHAVIOR IN UNITED STATES OF AMERICA-STYLE INTERNATIONAL OVERSEAS SCHOOLS: A QUALITATIVE APPROACH TO EXECUTIVE-LEVEL SCHOOL LEADERSHIP CURRICULUM DEVELOPMENT (OVERSEAS SCHOOLS)
Author: HAGEN, LOIS VIRGINIA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 286
Advisor: DAVIS, OZRO L. JR.; VEIR, CAROLE A.
Source: DAI-A 54/12, p. 4317, Jun 1994

Research Problem: This study explores the work of USA-style international overseas school superintendents and compares the findings to a modelstudy of Texas school executives for the purpose of expanding andinforming the research base of professional training and development programs for chief executive school administrators. Two related setsof research questions were posed which sought to identify anddescribe (a) issues that

international administrators perceive to beof importance to the mission or well-being of their school, and (b)specific executive leadership behaviors employed by the respondents in the context of dealing with the reported issues. A codebook of 109behavioral task statements defined the behaviors considered.

The research design employs a naturalistic, qualitative approach based upon the precepts of phenomenology. Qualitative methods(in-depth interviews based on Flanagan's critical incident technique) were used to gather expost facto data in which twenty-fiveinternational school heads described events from their leadership experiences as directors of international schools located throughoutthe world. Data were analyzed using principles of grounded theory andconstant comparative analysis to explain the work of internationalschool superintendents.

Findings for both the Texas and international studies arepresented in tables displaying (a) the categorized issues, (b)frequencies with which the specific leadership behaviors areexemplified, and (c) accompanying narratives discussing the resultsof the analysis incorporating direct quotations and anecdotalmaterial, (from the international data) in a modified case studymode. Similarities and differences between these two disparate, yet comparable, organizational environments are also discussed in summary comments.

Thus, the study offers a candid descriptive profile of administrative issues and executive leadership behavior from both venues for both diagnostic and development purposes while also validating the earlier research efforts.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-hermeneutic

(3) Title: TEACHER WILLINGNESS TO PARTICIPATE IN SCHOOL-BASED DECISION-MAKING

Author: IDEUS, JOYCE MARIE

THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 165

Advisor: REYES, PEDRO

Source: DAI-A 54/04, p. 1174, Oct 1993

Research Problem: The purpose of this study was to analyze teacher willingness to participate in school-based decision making and the perceived conditions that facilitate such participation. The sampleconsisted of 260 elementary and secondary public school teachers randomly selected from the membership of a prominent Texas teacher association.

Teachers were asked to respond to a 31 item questionnaire indicating their willingness to participate and current level of participation within four decisional domains: instructional coordination/curriculum development, policies and procedures, general school administration, and professional development. Teachers werealso asked about possible influential school conditions ofadministrative support/leadership, collaborative climate/efforts,orderly school environment, and encouragement of innovation whichwere measured by 19 items on the survey instrument.

Results indicated that the overall level of teacher willingnessto participate was approximately twice the current level of participation. Secondary teachers were slightly more willing to participate than elementary teachers but had a lower level of current participation in school-based decision making. Teachers' willingness to participate varied among types of decisions with a slightly higherwillingness level in decisions related to instruction, such as deciding what to teach and establishing instructional goals and objectives. Current level of participation was lowest in the area ofprofessional development which included decisions such as planning staff development activities, participating in teacher self evaluation and evaluating the performance of building administrators. Encouragement of Innovation was the strongest predictor ofwillingness to participate in school-based decision making. Collaborative Climate/Efforts was a significant predictor for currentlevel of participation. Administrative Support/Leadership as well as Orderly School Environment were not significant predictors

ofteachers' current level of participation or their willingness to participate in campus level decisions.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(4) Title: A TASK ANALYSIS PROFILING THE INSTRUCTIONAL LEADERSHIP ROLE OF THE ASSISTANT SUPERINTENDENT FOR INSTRUCTION WITHIN LARGER SCHOOL DISTRICTS IN TEXAS (SUPERINTENDENTS)
Author: KNEZEK, DONALD GEORGE
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 196
Advisor: ESTES, NOLAN
Source: DAI-A 54/04, p. 1176, Oct 1993

Research Problem: This study examined the instructional leadership role of second-level superintendents for instruction in Texas school districts with student membership exceeding 5,000. Data was gathered through self-report as responses to the three sections of the Chief Instructional Officers Instructional Leadership Survey. Section I ofthe survey utilized the 42 instructional leadership tasks, organizedin five task areas, developed by the University of Texas at Austinfor the Diagnostic Executive Competency Assessment System of theMeadows Executive Leadership Program to examine instructional leadership. Respondents were asked to rate the level of autonomy experienced on each of the 42 tasks from Section I that they wereresponsible for performing. Through responses to eight task descriptions in Section II of the survey, formal responsibilities assigned to participants for supervision of building principals were examined. Respondents were asked to indicate whether or not they were formally charged with performing each task. Section III of the survey collected demographic and career information from participants.
Of the 130 larger districts, 108 had qualifying positions in theorganizational structure; some had multiple qualifying positions.Eight of the 118 qualifying positions remained vacant throughout data collection. Surveys were sent to the individuals holding the 110 occupied positions, and 100 completed surveys (90.9%) were returned from second-level superintendents for instruction in 91 districts.Demographic and student performance data based on the TexasAssessment of Academic Skills (TAAS) were obtained for each of the 91districts from the Texas Education Agency. Autonomy ratings were related to district-wide student performance. Formal responsibility for providing substantial technical support to principals related to instruction and curriculum was related to consistency of performance across campuses within a district. Findings of this study indicate that substantial instructional leadership arises from the position of second-level superintendentfor instruction. Results indicate that aspects of this leadership arerelated to level of district student performance and to consistencyacross campuses of student performance.
Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(5) Title: CURRICULUM AND INSTRUCTIONAL REFORM IN THE RESTRUCTURED HIGH SCHOOL (RESTRUCTURING)
Author: ROCHA, YOLANDA CAVAZOS
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 336
Advisor: REYES, PEDRO
Source: DAI-A 54/06, p. 2019, Dec 1993

Research Problem: This study explored curricular and instructional reforms in three comprehensive, urban high schools in the United States thatwere pioneering restructuring efforts. Four research questions guided the investigation to discover (1) the curriculum reforms initiated atthe high school level following restructuring, (2) the

instructional reforms initiated at the high school level following restructuring,(3) the catalysts for the reforms in curriculum and instruction ateach school site, and (4) what curriculum and instructional reforms were initiated to address student outcomes? A qualitative field studywas conducted using open interviewing techniques, personalobservations, and document analysis. Three urban high schools outside of Texas were the focus of a multiple case study investigation focusing on cross-site analyses to identify major patterns of curriculum and instructional reform. The research design adhered to the elements of credibility, transferability, dependability, confirmability, and ethics.

After restructuring teachers at the high school level identifieda core curriculum for all students. An interdisciplinary focus was another dimension of curricular change, with teachers covering fewer topics in depth, using primary documents more than textbooks, and giving prominence to higher order thinking skills. Attention to broader forms of assessment and a more collaborative approach to learning were also trends that accompanied curriculum changes. Cooperative learning, where students accomplished learning tasks in clusters working interdependently, was a widely used strategy. The integration of multiple technologies and educational experiences away from the school site were pedagogical practices observed at all three sites. In addition, roles of teachers and students in the teaching and learning process were transformed with the teacher assuming therole of curriculum developer and facilitator of learning or coach; and the students becoming more involved in the learning process asproducers and workers. The leadership of the principal was the primary catalyst of reform, as the principal assumed the initiativein planning for change, encouraging staff development, sharing decision making with all stakeholders, and securing additionalresources. All curriculum and instructional reforms were initiatedfor the purpose of addressing the performance outcomes of their student populations.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(6) Title: IMPLEMENTING A COMPLEX CLASSROOM INNOVATION: A CASE STUDY IN PROCESS, PROBLEMS, AND POTENTIAL (CHANGE IMPLEMENTATION)
Author: SPRINKLES, SHIRLEY JEAN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 396
Advisor: HARRIS, BEN M.
Source: DAI-A 54/12, p. 4328, Jun 1994

Research Problem: This case study focuses on the events and episodes that took place during the implementation of a complex educational innovation in a mid-sized urban and poor elementary school in Texas. The researcher utilized the methodology of an analytical case study; presenting vivid individual case narratives to describe interactions between the process variables or dimensions of change that were employed: formal inservice training, peer-coaching, supportive supervisory support and individual teachers' levels ofimplementation. A school wide case narrative provides a contextual orientation that establishes the boundaries of the study while it panoramically enlarges the view. Issues confronting school-basedleaders of educational change over a ten month period, as well as critical information about the change process itself are detailed inthe study.

Case study methods included the use of qualitative data gathering tools and procedures: formal and informal interviews, structured observations, critical incidents reports, evaluation formats and documents. Five case study subjects were observed during formal inservice training sessions, while teaching, and during peer-coaching activities. Supportive supervisory interventions were reported as critical incidents.

Quantitative data to complement case data included observationalratings by the researcher of implementation levels, participants 'evaluative ratings of workshop training and peer-coaching experiences and a summative assessment of congruence relating each of thedimensions of the study with levels of implementation by the teachers. Analytical processes applied to both cases

and quantitative data revealed a very complex pattern of responses to a complex innovation being implemented. The eradic nature of formal training, the limited and sometimes conflicting symbolization of supportive intervention,an internal conflict among faculty members, combined to produce less implementation than might be expected. However, coaching andtraining, when provided in sufficient amounts and varieties; intimely, continuous fashion, were apparently strikingly effective with individual implementers. The complexity of the innovation apparently frustrated some implementers independent of other influencing factors.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(7) Title: A STUDY OF ADULT EDUCATION NEEDS OF KOREAN AMERICANS: BARRIERS TO PARTICIPATION (KOREAN-AMERICANS)
Author: KEE, YOUNGWHA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 208
Advisor: SENG, MARK
Source: DAI-A 54/04, p. 1198, Oct 1993

Research Problem: The 1983 United States census identified Asian Pacific Americans as the nation's fastest growing group. However, littleattention has been given to this population in the literature of Adult Education. For the last ten years (1976-1986) in the fiveleading Adult Education journals, Nakanishi (1990) found only one brief article focused on an Asian Pacific group. He suggested that Adult Education scholars and practitioners should more fully and more rigorously explore the heterogeneity of the Asian Pacific populations with their corresponding diverse needs and problems. And, Korean Americans (a subgroup of Asian Americans) have their own educationalneeds and issues reflecting their own cultural and ethnic background.

This study assessed the Adult Education needs of Korean Americans identifying and analyzing both characteristics and areas of need. Further, this study described why Korean Americans do not participatein Adult Education programs. To collect data, this research used the questionnaire and interview method. Nine hundred twenty two questionnaires were disseminated by mail in Austin, Dallas, Houston,Killeen, and San Antonio. In order to obtain, more information, five households were sampled using an interview technique in Austin. Thecollected data were analyzed using Lambda and Chi-square test toassess Korean Americans Adult Education needs and to identify barriers to academic participation. Further, these data were categorized by: educational background, sex, occupation, income, age, and marital status. Korean Americans certainly need to participate in order to function effectively as well as make their own, unique contribution to life in the United States. Research revealed Korean Americans needed certain subjects to facilitate citizenship: American law, and English conversation. They were willing to pay tuition,favoring university sites and Korean institutions (e.g., Koreanchurch sponsored classes). They preferred Korean bilingual teachersas instructors. The barriers differ for Korean Americans then forAmericans. Most Americans can easily identify barriers to theirparticipation citing reasons such as cost, time, distance, and availability (Carp, Peterson, and Roelfs, 1974). However, this study found Korean Americans listed different barriers: language barriers,time, and difficulty in accessing needed information.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical-deliberative

(8) Title: THE EFFECT OF TEACHER ADVOCATED CONCEPT ATTAINMENT UPON STUDENT SUBSEQUENT LEARNING OF COGNITIVE AND PSYCHOMOTOR NURSING SKILLS (ADVANCE ORGANIZERS, COGNITIVE NURSING SKILLS, NURSE EDUCATION)
Author: BACKER, ERNA KARLA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 247

Advisor: SENG, MARK
Source: DAI-A 54/08, p. 2860, Feb 1994

Research Problem: This study investigated the effects of Advance Organizers on the cognitive and psychomotor performance of nursing procedures bybeginning nursing students. Since some research indicates that visualAdvance Organizers may offer more power for learning and retention than verbal Advance Organizers (Weisberg, 1970; Mayer, 1975), boththe effects of visual and verbal Advance Organizers were investigated.

Although the results of prior research have been conflicting, Advance Organizers do s m to offer the promise of powerful help fornursing students. Those studies that have not shown that Advance Organizers facilitate learning and retention of new material did not demonstrate evidence that the students' prior learning was considered. The impact of Advance Organizers on psychomotor skills was also not considered in any of the research.

The paid volunteer sample consisted of 95 students enrolled in the fundamentals course of a baccalaureate nursing program. Learning of cognitive and psychomotor nursing skills was measured byresearcher developed tools. Reliability and validity of the toolswere det rmined and discussed. Data analysis was accomplished by the utilization of correlationsto determine if significant relationships existed. There was asignificant relationship between the learning of cognitive nursingskills and the student's G.P.A. ($r = .3970$, $p = .01$). The learning ofpsychomotor nursing skills was significantly related to priorattendance in a nursing school ($r_{bis} = .4692$, $p = .001$). The study provided evidence that the students did learn andretain both cognitive and psychomotor nursing skills. The introduction of the Advance Organizers, however, did not have asignificant impact on this learning and retention of nursing skills. Further research is recommended that investigates individualized Advance Organizers. The individual background of the student can then be considered. Further investigation of the impact of Advance Organizers on learning of students with lower G.P.A.'s is also recommended. Advance Organizers might have a significant impact ontheir ability to succeed in a program of study.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(9) Title: AN EDUCATIONAL CRITICISM OF AN AUSTRIAN HAUPTSCHULE (ABILITY GROUPING)
Author: CARLILE, VIOLA LENA SIEREN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 132
Advisor: DAVIS, O. L. JR.
Source: DAI-A 54/04, p. 1212, Oct 1993

Research Problem: Global educational reform is currently a priority-based mode both in the United States and Europe. Since 1989, the Austrian Hauptschule has converted to a flexible secondary school, offering for the first time in Austrian education all students in the same school at grades five through eight both pre-university schooling or vocational training. This study affords a first-hand reflection of one reformed Hauptschule in Saalfelden, Austria. This study examines flexible grouping in the Hauptschule, which is a departure from the formerlyrigid educational structure which mandated children formulate lifetime decisions at the end of grade four. Although Austrian reform calls for considerable change in instruction, progress is slow in coming; however, transfer from one ability group to another ability group is easily achieved in thereformed Hauptschule. Attending the Hauptschule is no longer asentence for a child to vocational status as an adult. The beginningsof reform are evident in Saalfelden Hauptschule. This study employs educational criticism as a research tool. There searcher shadowed a grade six class through a daily schedule, monitoring teacher and student behaviors. Themes and implications derived from the experience establish that even though educationalreform is mandated in Austria, change is variable throughout the Hauptschule, dependent upon teacher strengths and desires.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(10) Title: AN INVESTIGATION OF UNIVERSITY AND COLLEGE INSTRUCTORS' GRADING PRACTICES IN TAIWAN (UNIVERSITY INSTRUCTORS, CHINA)
Author: CHEN, CHWUN-LI
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 213
Advisor: LASKA, JOHN A.
Source: DAI-A 54/04, p. 1212, Oct 1993

Research Problem: The goal of this study is to provide a preliminary description of the grading practices of a number of university and college instructors in Taiwan. The purposes of this study are to first describe common patterns in grading practices and, if patterns do exist, to identify discrepancies between the practices of teachers and the recommendations of measurement experts about grading practices, and also to find the reasons for these discrepancies.

This study utilized two kinds of data. First, there was aquestionnaire consisting of twenty-two dimensions of instructors'grading practices. After the questionnaire, a face-to-face interviewwas held to follow up. It was hoped that the questionnaire wouldprovide a general picture of what respondents' grading practices are,and the interview data could serve to help the researcher get more details and in-depth knowledge about the instructors' reasons for their grading practices.

The data acquired from the questionnaire was analyzed with tabular and graphic forms using the SPSS statistical computer program. The results show that there are some discrepancies existingbetween instructors' actual classroom grading practices and experts' recommendations. The teachers use a variety of student characteristics in order to assess their students. Teachers with certain characteristics, such as being female, having lecturer rank,and having a master's degree as the highest degree, are prone to consider non-achievement factors in assigning grades, especiallystudents' effort, improvement, and attitude. Additional information gathered from interviews suggests possible explanations for these discrepancies.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(11) Title: NATIONAL TESTING IN TAIWAN: ITS IMPACT UPON HIGH SCHOOL INSTRUCTION (CHINA, ENTRANCE EXAMS)
Author: CHEN, SU-YEN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 213
Advisor: LASKA, JOHN A.
Source: DAI-A 54/04, p. 1212, Oct 1993

Research Problem: In Taiwan, the Joint College Entrance Examination (JCEE) is regarded as the most important high-stakes external test forsenior high school students, and as a coercive device that can influence classroom instruction. This study was conducted to describe the actual extent of impact the JCEE has on classroom instruction, and to provide explanations and generate insight about the impact.

It was found that in senior high school classrooms there was a large discrepancy between the instructional coverage for objectives outlined in the national curriculum that were treated on the JCEE and the instructional coverage for objectives outlined in the national curriculum that were not treated on the JCEE. In addition, academically low-ranked and middle-ranked schools showed a much higher degree of discrepancy on the coverages than academically high-ranked schools. Holding the factor of rank constant, private schools presented a slightly higher degree of discrepancy than publicschools. Dimensions of the instructional coverages, such as thelength of time for introduction, the frequency for practice, the frequency for review, and the confidence of the teacher in his or her students' mastery were discussed.

It was also found that teachers considered the discrepancy to be fostered by the larger environment, especially for teachers fromlow-ranked and middle-ranked schools. Teachers from high-ranked schools had more flexibility in objective coverage because theirstudents had the ability to handle both objectives treated and objectives not treated on the JCEE; whereas teachers from low-ranked and middle-ranked schools had to focus on objectives treated on theJCEE in the best interests of the student. How teachers described intheir own words the impact of the JCEE on classroom instruction and on education in general was discussed. The overall feelings of the teacher on the impact of the JCEE was negative, but many teachers believed that if the quality of the JCEE was improved, the negative effects of the JCEE would be reduced, or even become positive.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(12) Title: A NATURALISTIC EXPLORATORY INQUIRY INTO THE INFORMAL LEARNING STRATEGIES OF HUMAN RESOURCE DEVELOPMENT PROFESSIONALS
Author: DIAZ-ALEMANY, DAISY
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 224
Advisor: FOWLER, ELAINE
Source: DAI-A 54/12, p. 4342, Jun 1994

Research Problem: The purpose of this qualitative multi-case-study was to explore the informal learning strategies in use by human resource development professionals. The study explored the informal learning practices used by the participants to meet their learning needs inthe workplace. How the participants entered the field of HRD was asecond research question explored in this study.

The data were gathered using audio-taped interviews. An interview guide was devised based on the research questions. The research methods of modified life-history and critical incident technique wereused to gather the data. The information discovered by these methods was transcribed, coded, and evaluated. The results of the individual inquiries were presented using the qualitative case-study format. The participants were twenty-one practicing human resourcedevelopment professionals who had not received formal training in the discipline of HRD. For the purpose of the study formal training was defined as college based courses in HRD. The participants were employed in the field of human resource development in positionsranging from training coordinator to vice-president of humanresources. The employers of the participants included: government agencies, private non-profit corporations and private for-profitcorporations. The typical participant in this study was a white,39-year-old female with ten years of experience in HRD and a bachelor's degree.

Informal learning was the strategy of choice for all participants when confronted with the need to learn something new to solve aproblem in the workplace. The results of the research revealed thatthe most commonly used informal learning practices by theparticipants were: trial and error, self-directed learning,networking and mentoring. The participants described their entry to the field of HRD as through luck or chance. Entry into the field occurred as apromotional opportunity in their careers. HRD was not a career orprofessional goal set by the participants in advance of thepromotional opportunity.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-naturalistic

(13) Title: COMPUTER NETWORKING IN A UNIVERSITY FRESHMAN ESL WRITING CLASS: A DESCRIPTIVE STUDY OF THE QUANTITY AND QUALITY OF WRITING IN NETWORKING AND TRADITIONAL WRITING CLASSES (PROCESS WRITING)
Author: GHALEB, MARY LILY NASSOUR
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 220
Advisor: SCHALLERT, DIANE L.; SLATIN, JOHN M.
Source: DAI-A 54/08, p. 2865, Feb 1994

Research Problem: This dissertation examined the writing of non-native English students in two freshman university writing classes, one a traditional class and one a class that made use of networked computers which allowed for synchronous written conversations. Thestudy included measures of the quantity of writing from six class sessions;

the counting of the number of subject-verb agreement errors, run-on sentences, and fragments in two versions of the final term paper as well as a consideration of the approximate amount oftime devoted to grammar instruction and error correction; and,holistic ratings of the first and final versions of the term paper.

The objective of the study was to determine the potential of a computer-mediated communication network in an English as a SecondLanguage (ESL) process writing class. The methodology was descriptive with findings based on analyses of the researcher's field notes, onthe activities and discourse of both classrooms, on the printouts ofall the computer lab sessions, and on the first and final draft of the final term paper for both classes. The findings of these analyses revealed that the results of using a computer-mediated communication network in a university ESL process writing class equalled, and in some instances surpassed, those of thetraditional grammar-based approach to teaching writing. The quantity written in the networked class far exceeded that of the traditionalclass, and the percentage of errors in the computer-mediated communication class dropped more than that of the traditional class.Although the holistic scores rated the traditional class an average 0.6 points (out of a maximum of six) higher grade than the computer class, this difference is attributed to the considerable amount oftime devoted by the instructor in the traditional class to teaching grammar and correcting errors in the essays. In light of these results, computer-mediated communication, with the process approach to teaching writing, has indicated that it can provide a positive writing environment for ESL students, and as such could be an alternative to the laborious and time-engulfing method of the traditional approach to teaching writing.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(14) Title: THE ABILITY OF ADULTS TO PERFORM MENTAL TASKS IN A PERIOPERATIVE ENVIRONMENT (ANESTHESIA, PATIENT EDUCATION)
Author: GIRARD, NANCY JOAN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 221
Advisor: WATKINS, KAREN; WEINSTEIN, CLAIRE ELLEN
Source: · DAI-A 54/04, p. 1214, Oct 1993

Research Problem: This pretest-posttest exploratory study was conducted to determine the ability of adults to process information followingsurgery with general anesthesia. The convenience sample (N = 49)consisted of thirteen men and thirty-six women patients from twoambulatory surgery centers who volunteered to participate in thestudy. The subjects acted as their own controls.

All subjects completed three mental tasks 30 to 60 minutes beforesurgery, and before the administration of any drugs: (1) Verbal FreeRecall, (2) Picture Recognition Recall, and (3) Digit Symbol Substitution Test. They also completed the State-Trait Anxiety Self Questionnaire, and an Anxiety Analogue Scale to identify preoperativeanxiety levels. 2 hours following surgery, the subjects again completed the three mental tasks, using different sets of words andpictures. Student's paired t-Test revealed a consistent decrement inability to perform mental tasks across time ($p = \$<\$0.001$). Repeatedmeasures of analysis of variance for the multiple variablesinvestigated were: State-Anxiety ($F = 0.26$, $p = 0.611$), Age ($F = 0.40$, $p = 0.53$), Weight ($F = 3.38$, $p = 0.07$), Gender ($F = 7.02$, $p = 0.01$), Hospital ($F = 22.1$, $p = 0.0001$), Type of Surgery ($F = 2.3$, $p = 0.12$), Length of Surgery ($F = 5.92$, $p = 0.02$), Oxygenation ($F = 3.02$, $p = 0.08$), Number of Anesthesia Drugs ($F = 0.43$, $p = 0.52$), Length ofAnesthesia ($F = 4.25$, $p = 0.05$), and Midazolam ($F = 4.36$, $p = 0.04$).Those variables with $p = 0.05$ or less (i.e., gender, hospital, lengthof surgery and anesthesia, and midazolam), showed no modification ofthe main pre-post decremental effect of surgery with generalanesthesia. It was concluded that the consistent decrement acrosstime was related to the surgical experience with general anesthesia,with no confounding variables.

It was recommended that health care providers do not provide patient education in the 2 hour time frame following ambulatory surgery with general anesthesia because of the decreased ability to perform Free Recall, Recognition Recall, and Psychomotor Performance.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(15) Title: KINDERGARTEN CHILDREN'S CLASSROOM INTERACTIONS, LEARNING PATHS, LITERACY LEVELS, SELF-PERCEPTIONS OF COGNITIVE COMPETENCE, AND INTRINSIC MOTIVATION TO READ AND WRITE
Author: HABERER, SUSAN VOLZ
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 259
Advisor: PINKETT, KATHLEEN LAVERGNE
Source: DAI-A 54/08, p. 2866, Feb 1994

Research Problem: The general purpose of this study was to examine the relationship between interactions within the kindergarten classroom environment and learning path, literacy level, self-perceived cognitive competence, and intrinsic motivation to independently engage in literacy activities. One specific focus of the study was to examine group differences among learning path and classroom interaction variables. A second specific focus was to examine the influence of two different classroom environments on a composite classroom interaction variable, literacy level, motivation, and cognitive competence.

Subjects for this study were 30 kindergarten children from one class in each of two schools. Differences in classroom environment were best described as differences in class size and the amount offlexibility in classroom structure.

Observational data were collected approximately one day each weekfor three months during classroom activities with the Classroom Interaction Instrument (CII) and the Learning Path Instrument. The Classroom Interaction Instrument was designed to identify, rate on adichotomy, and then record for frequency students' interactions on twelve variables. The Learning Path Instrument was designed to observe for overt behaviors related to subjects' learning paths in order to systematically classify subjects by path.

A multivariate analysis of variance revealed no significant group differences between kindergarten children in the two different classroom environments on the composite of the classroom interaction variables, literacy level, intrinsic motivation, or cognitive competence.

Three stepwise multiple regression analyses were performed to establish whether significant relationships existed between classroom interaction variables and literacy level, cognitive competence, and motivation. One CII variable, lower level/convergent, wassignificantly negatively related to literacy level. Also, one CIIvariable, environment choice/not involved, had a significant inverserelationship to student intrinsic motivation to engage in literacyactivity, while student choice/involved had a significant positive relationship to such student motivation.

Two categories for learning path resulted from this research--themore favorable independent explorer path and the less favorable nonindependent explorer path. Four t-tests performed to determine if relationships existed between groups of children identified for eachpath on the composite classroom interaction variable, literacy,cognitive competence, and motivation revealed significance only formotivation. These findings suggest that kindergarten children who are moreoften engaged in lower level, convergent activities are at lowerliteracy levels than their peers. Also children who are more motivated to read and write have been observed to be involved in classroom activities of their choice more often than less motivated children. Further, these intrinsically motivated children are associated with the more favorable, independent explorer learningpath.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(16) Title: TEACHER PLANNING STYLES IN THE CONTEXT OF MANDATED CURRICULUM
Author: HOWARD, CORA ELIZABETH CRAWFORD
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 322
Advisor: LASKA, JOHN
Source: DAI-A 54/08, p. 2868, Feb 1994

Research Problem: The Texas Education Agency has mandated curriculum content and lesson cycles in the form of Essential Elements, Texas Assessmentof Academic Skills (TAAS), and Texas Teacher Appraisal System (TTAS),for every teacher of every subject at every grade level to be taught in Texas public schools. Recent teacher planning research indicatesthat teachers generally do not plan in the objectives-first style generally attributed to the model created by Ralph Tyler in his Rationale, the planning style which the mandate requires. This studyattempts to answer the following questions: (1) How do teachers approach lesson planning in the context of top-down curriculum mandate? (2) How do teachers perceive constraints applied by state and local mandate? (3) How do teachers accommodate conflicting recommendations in the mandate? (4) How does mandated curriculum affect teacher attitude and teaching behavior? The study employed case-study research methods. Participants were a total o. twenty teachers, two from each of the departments of science, English,social studies, mathematics, and special education in each of two comprehensive high schools in central Texas. Results reveal that secondary teachers proceed through their usual planning cycles and then translate their plans into the mandated format. One-fourth of the teachers plan in the mandated objectives-first style. Overone-half use an eclectic approach of the two styles, and four teachers seemed to use the interactive-process planning style.Teachers' objections to the three parts of the mandate are discussed.The researcher concludes that mandated curriculum has had positiveeffects on teachers' awareness of the importance of planning, their use of more varied activities, and their awareness of teacher-studentinteraction. However, the mandate has had adverse effects on teachers' attitudes toward their own evaluations, their morale,instruction time spent on the classroom agenda, and the currency ofthe curriculum.
Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical-deliberative

(17) Title: PARSER STRATEGIES OF ADULT ENGLISH SPEAKERS LEARNING JAPANESE AS A SECOND LANGUAGE: THEORY AND APPLICATION
(ADULT LEARNERS)
Author: KANG, POONG-JA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 260
Advisor: BORDIE, JOHN G.
Source: DAI-A 54/12, p. 4344, Jun 1994

Research Problem: This thesis investigates universal principles of human syntactic parsers--parameterized and nonparameterized principles--and applies the principles to explain the difficulties English speakershave in learning Japanese as a second language. The goal of thethesis is to surmount the difficulty of applying Government BindingTheory (GB) directly to the explanation of second language acquisition process. However, this thesis only employs GB as a descriptive grammar. Kimball's (1973) theory of a syntactic parer guides this present work.
Chapter 2 argues for "parsing algorithm (top-down/bottom-up)fixing," instead of "head parameter fixing" in L2 (second language),when the head parameter in L2 is different from the parameter in L1.This chapter concludes that when the L2 learners fix the parsingalgorithm in L2, they simultaneously complete fixing the parametersof multiple principles of GB. Chapter 3 presents other universal principles of syntactic parsers, such as Two Argument Structures Principle. The argument is that Two Argument Structures Principle interacts with other parameterized principles to give us an answer to questions such as these: (1) Why is some "heavy NP shift" obligatory in Japanese? (2)Why does English have a "that-trace" effect, while Italian or Dutchdoes not? (3) Why does the filler have to meet its real gap in theembedded clause whose degree of depth is one, but not deeper thanone? i.e., What is Subjacency? and (4) Why does Japanese allow aclass of (syntactic) gapless relative clauses, such that it allows aparasitic gap construction without a syntactically realized real gap?

One purpose of Chapter 4 is to posit the difficulty hierarchy interms of the principles discussed in the previous chapters accordingto the theory's predictions. A second purpose is to examine the hierarchy, and present the findings from the results of a series of experiments conducted on English speaking Japanese learners who had lived in Japan for two years. One finding is, as the theory predicts,that most of the Japanese learners' parsers do not yet incorporate"long distance" filler-gap identification mechanism for Japanese in"tree building" mechanism for Japanese.
Chapter 5 proposes Memory Efficient Approach to a second language teaching, investigating prosodic features such as intonation phrasing and rhythmic condition in English and Japanese. This research demonstrates that a distinct theory of language acquisition is needed to complement a descriptive grammar, GB.
Form(s) of Curriculum Inquiry employed in this Dissertation: philosophocal-etnographic

(18) Title: THE EFFECTS OF STRATEGY TRAINING FOR FIELD-INDEPENDENT AND FIELD-DEPENDENT STUDENTS ON COMPUTER PROGRAMMING PERFORMANCE (COGNITIVE STYLE, PROGRAMMING STUDENTS)
Author: LENOIR, BEVERLY ANN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 243
Advisor: DAVIDSON, GAYLE V.; CULP, GEORGE H.
Source: DAI-A 54/04, p. 1218, Oct 1993

Research Problem:Two groups of college-level beginning programming students were either trained (CST) or not trained (NT) in a cognitive strategy for writing Pascal loops. The Group Embedded Figures Test (GEFT) was administered to subjects to determine their level offield-independence or field-dependence. Immediate and delayed posttests of programming skills, consisting of ten problems onwriting Pascal loops, were administered as a measure of performance.
Although students in the CST group were expected to perform better on posttests than those in the NT group, no significant differences on posttest scores were found. Results of the study confirmed the expectation that field-independent subjects would perform better on posttests than would field-dependent subjects.Field-dependent students were hypothesized to benefit from thestrategy training over field-independent students. However,field-dependent students in the CST group scored significantly loweron the immediate posttest than did those in the NT group. Computer programming is cognitively demanding. Cognitive strategytraining may have increased the cognitive demand for field-dependent students of computer programming. To reduce the load on cognitiveprocessing, additional time for strategy instruction and practice maybe needed for field-dependent students. Future studies might examine the performance of programming students who have been trained in strategy use over extended periods of time.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(19) Title: EFFECTS OF LINKING STRUCTURE AND COGNITIVE STYLE ON STUDENTS' PERFORMANCE AND ATTITUDE IN A COMPUTER-BASED HYPERTEXT ENVIRONMENT
Author: LIN, CHI-HUI
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 126
Advisor: HARRIS, JUDITH B.; CULP, GEORGE H.
Source: DAI-A 54/08, p. 2871, Feb 1994

Research Problem: Hypertext provides different ways from traditional text to access information. One question that researchers are currently exploring is "How can we structure hypertext for maximum learning?"Based on theories of cognitive style and aptitude-treatment interaction research, it is suggested that educators might be able to adapt instructional

treatments to the learning needs offield-dependent and field-independent learners. The purpose of this study was to determine the implications of content organization andcognitive style with regard to the design of hypertext. Specifically,the study examined the effects of linking structure type and field-dependence and -independence on recall of verbal information,as well as attitudes toward instructional materials. Subjects were139 undergraduate college students. Five hypertext-basedinstructional treatments using different linking strategies (linear,hierarchical, hierarchical-associative, associative, and random) withthe same content (Chinese Politics) were created for five groups ofsubjects. Multiple regression analysis, ANCOVA, one-way analysis, and correlation coefficient methods were used to analyze the data. Theresults of this study indicate: (1) The performance of subjects canbe predicted by linking structures, cognitive style, and theirinteraction. (2) The performance of subjects cannot be predicted bythe interaction of linking structure types and cognitive style. (3)There is no difference in subjects' recall of verbal information whenlearning from hypertext systems incorporating different linking structures. (4) Field-independent subjects outperform field-dependent subjects overall. (5) The attitudes of the subjects can be predicted by linking structure type. (6) The attitudes of the subjects can be predicted by the interaction of linking structures and cognitive styles. (7) Students like hierarchical structures andhierarchical-associative linking structures more than linear linking structures. (8) Field-independent subjects tend to have better attitudes about learning about "Chinese Politics" thanfield-dependent subjects.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(20) Title: THE RELATIONSHIP OF PHONEMIC AWARENESS TO READING LEVEL AND THE EFFECTS OF PHONEMIC AWARENESS INSTRUCTION ON THE DECODING SKILLS OF ADULT DISABLED READERS

Author: MINUS, MOLLY ANNE ELLEY

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 137

Advisor: GOUGH, PHILIP B.; JUEL, CONNIE

Source: DAI-A 54/12, p. 4348, Jun 1994

Research Problem: The purpose of this study was to examine, first, the relationship of phonemic awareness to the decoding ability in adults,and second, the effect of phonemic awareness training on the acquisition of decoding skills by low-literate adults. Measures ofphonemic awareness, word identification, and decoding were administered to 117 male adults with reading abilities ranging fromnon-reader to college level. Literate adults were undergraduate andgraduate students at a community college and at a university. The community college students were enrolled in developmental reading courses and read between grade levels six and twelve. Low-literateadults were inmates at a correctional facility who were attending reading classes five days a week.

Immediately following the assessment, 19 of the 36 inmates with poor phonemic awareness received 45 minutes of phonemic awarenesstraining. An alternate form of the phonemic awareness measure wasadministered immediately following the training. A control group (N =17) with equally low reading ability and phonemic awareness was giventhe alternate form of the phonemic awareness measure instead of training. After 12 weeks, measures of word identification, decoding,and phonemic awareness were readministered to both groups.

Correlation analysis revealed that word recognition and decoding skills were significantly and highly correlated with phonemic awareness. Adults with higher levels of decoding and word recognitions kills demonstrated higher levels of phonemic awareness whereas adults with low-literacy demonstrated little or no phonemicawareness. Scattergrams revealed that phonemic awareness increasedalong with increased decoding skills. Similar relationships have been seen in studies with children suggesting that phonemic awareness does not arise from maturation and that phonemic awareness is necessary,but not sufficient, for decoding. Analysis of

covariance indicated that treatment effects were notsignificant immediately after training or 12 weeks later.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(21) Title: HOW TEACHERS USE ILLUSTRATIONS
Author: PARK, HAE WON
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 198
Advisor: SCHALLERT, DIANE L.; MCKENZIE, GARY R.
Source: DAI-A 54/04, p. 1221, Oct 1993

Research Problem: The purpose of this study was to investigate how teachers use illustrations in natural classroom settings. Three factors were investigated for their influence on teachers' use of illustrations: grade levels, content areas, and type of illustrations. Grade levelsinvolved second and fifth grade levels, with two teachers at eachlevel participating. Math, science, and social studies were selected as the three content areas. The teachers were observed by the researcher or a trained observer for one unit in each of the three content areas.
There were two types of illustrations: (a) pictures such as photographs and drawings and (b) schematic illustrations such as diagrams, charts, graphs, and maps. A coding scheme was used to code how teachers use illustrations for specific instructional purposes in classroom instruction: (a) enhancing memory, (b) enhancing the understanding of spatial information, (c) enhancing the understandingof new concepts, (d) focusing students' attention properly, and (e)other category. These instructional purposes were measured in outcomes expected from students' learning in conjunction with illustrations: recall, comprehension, application, and other category. The major findings were as follows. (a) Overall, teachers'references to illustrations in class were proportionately low. (b)Illustrations were likely to be used for enhancing the understandingof new concepts in both grades. (c) For expected outcomes related tothe use of illustrations, application items were dominant in math. In social studies, recall was more likely to be in focus than other outcome categories. In science, recall was only a little more likely to be the focus than was comprehension. (d) Comparing all types of illustrations, photographs and drawings were used more frequently than any other types. (e) The teachers used about 50% or more of the illustrations in the students' textbooks in all subject areas except for second grade math where they used very few of text illustrations.(f) The teachers had a tendency to follow suggestions from teachers'guides in their use of text illustrations. (g) In analyzing the type of verbal interchange associated with illustrations, questions wereless frequent than teachers' direct explanations or descriptions ofthe illustrations. Finally (h), verbal interaction between the teacher and students was frequently a sequence of teacher questions,student responses, and teacher evaluation of the students' responses.Thus verbal exchanges were teacher-directed and students were rather passive in the use of illustrations in such interchanges. Implications of these findings are presented for textbook publishersand for future research.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative-normative

(22) Title: RESPONSES OF SPECIAL-NEEDS STUDENTS TO THE LITERACY TASKS IN A WHOLE-LANGUAGE CLASSROOM (WHOLE LANGUAGE CLASSROOM)
Author: SHARP, CAROL EVA MARTIN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 359
Advisor: HOFFMAN, JAMES V.
Source: DAI-A 54/12, p. 4350, Jun 1994

Research Problem: The primary goal of this investigation was to examine how children who experience difficulty with literacy acquisition respond to the literacy tasks in a whole-language classroom. Qualitative research methods were employed to (a) identify

recurring tasks in onewhole-language classroom; (b) characterize the tasks according toDoyle's framework in terms of cognitive demand; and (c) analyze the perceptions and responses of low-achieving students across thosetasks.
Three special-needs participants who had a history of difficulty with literacy acquisition and three comparison participants who were developing literacy at a normal pace were studied daily for three months as they responded to the literature-based reading and process writing program in one whole-language classroom. The critical data included fieldnotes from direct observation, student and teacher interviews, permanent records, samples of the children's writing, andanalyses of informal reading inventories. The majority of the literacy tasks in this whole-languageclassroom were high in cognitive demand because they engaged students in understanding and interpreting written text. Each of the sixparticipants responded differently to these tasks and to the supportsystem of this holistic classroom. In-depth case studies revealedthat many of the tasks posed great demands for the special-needsstudents. Low-achieving students successfully completed a variety of holistic writing tasks involving integration of information from several sources. They were successful when given support in reading; however, they had difficulty applying meaning-making strategiesduring independent reading, they generally did not actively seek assistance from teachers and peers, and they tended to choose booksthat were difficult for them. Comparison participants appliedinternal strategies during literacy tasks and sought assistance from peers and teachers. Given the current trend toward inclusion of special educationstudents in general education settings, the findings of this studysupport the recommendations that (a) children experiencing difficulty with literacy be explicitly connected to the support systems of thew hole-language classroom through teacher and peer scaffolding, and(b) special-needs students have opportunities to learn through holistic approaches.
Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(23) Title: DISCUSSING LITERATURE IN HIGH SCHOOL ENGLISH CLASSES USING A LOCAL AREA COMPUTER NETWORK (COMPUTER NETWORK DISCUSSION)
Author: TORNOW, JOAN CLARK
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 333
Advisor: LINDFORS, JUDITH WELLS; FOLEY, DOUGLAS E.
Source: DAI-A 54/08, p. 2876, Feb 1994

Research Problem: This study focused on computer-network discussion in high school English classes. I first considered purposes of classroomdiscussion as outlined in the research of Barnes (1990), Cazden(1988), Goodlad (1984), Rosenblatt (1938), and others. I next examined computer-network discussion in light of these purposes.
Specifically, I explored computer-network discussion in two sophomore English classes in a suburban public high school over a sixweek period. The students discussed short stories, using three different discussion modes: whole-class, small-group, andcomputer-network. Using transcripts, I compared characteristics oftalk within these three modes. I also used student and teacher journals, and pre-study and post-study surveys, to assess personalresponses to the modes.
I found that participation varied across modes, with some students participating to similar degrees across modes, and otherstudents apparently finding a "comfort zone" only in small-groupand/or computer-network discussion. Talk characteristics also varied across the modes. Whole class discussion, shaped by the teacher,provided "scaffolding" by which students could learn the language and process of literary analysis. Small group discussion, shaped by thestudents, supported many kinds of talk including (1) sharing relevantpersonal narratives, (2) collaborating on problems of interpretation,and (3) engaging in the 'lived through' experience of literature.Computer network talk, the focus of this study, supported a range ofvalued talk characteristics, including (1) topic initiation by all,(2) the sharing of personal narratives, and (3) collaborativeinterpretation. Students appeared to develop a sense of

"ownership"over network talk, as evidenced by frequent allusions to popularculture, resistance to teacher-imposed rules governing network talk, and a tendency to shape their own agenda, thus getting "off task."Students found the medium personal, but they did not tend to engage in the co-construction of lived-through literary experiences(Rosenblatt, 1938) in the same way that they did this in face-to-face discussion modes.
Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(24) Title: THE EFFECTS OF CUEING IN A COMPUTER-BASED HYPERCARD LESSON (LEARNING PATHS, MACINTOSH)
Author: WILSON, SUZANNE J.
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 199
Advisor: CARTER, HEATHER L.; CULP, GEORGE
Source: DAI-A 54/04, p. 1226, Oct 1993

Research Problem: Prior research has investigated incorporating into instruction focusing activities designed to increase the impact ofinstruction (Hannafin, 1987; Brown, et al. 1989). It has been suggested (Layman & Hall, 1991) that the associative links providedin the authoring tool HyperCard have potential to provide an adaptable learning environment. The purpose of this study was to investigate the effects on learning of combining the associative potential of HyperCard and the focusing activity of nonverbal cueing.Two versions of an instructional sequence were developed. The learning objectives for the instruction related to software metrics. One version included hyper-cues inserted at intervals in theinstruction. The second version was identical to the first exceptthat the hyper-cues were not included. The posttest measured learning both at the comprehension and recall levels. The effect of gender, time spent on the instruction, and individual attitudes toward computers were additional foci. Plots were made of the paths pursued by individuals as they worked through the instructional program. The subjects for the study were graduate business students whovolunteered to participate. Eighteen students were randomly assigned to the treatment group and 16 students to the control group. Pretest and demographic data indicated that there were no systematic differences between the two groups.
Based on the posttest data there were no significant differencesin the learning outcomes between groups. Females took slightly longer than males to complete the instruction. The attitude measure indicated that females considered the value of computers from the perspective of society as opposed to the more personal perspective of males. The paths through the program showed that females in the control group entered the stacks more frequently.
It is suggested that either increasing the length of the instruction, or integrating the computer program more directly with course instruction might result in significant differences. It is also possible that HyperCard is such an effective learning tool on its own that adding additional treatment, such as the insertion of hyper-cues, will produce little effect.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(25) Title: THE RATIONALITY MODEL AND STUDENTS' MISCONCEPTIONS (EVOLUTIONARY THEORY)
Author: WU, PICHUN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 232
Advisor: MANASTER, GUY J.; BICKHARD, MARK H.
Source: DAI-A 54/04, p. 1226, Oct 1993

Research Problem: The first part of the present study introduces Bickhard's (1991) rationality model. This model is able to solve major problems encountered by the current chief theories in the philosophy of science and cognitive psychology. In addition, this model provides aninstructional approach that nurtures students' rationality and helps them remove or avoid misconceptions in learning science.

The second part of the study tests the effectiveness of the instructional approach derived from the rationality model (the rational approach), and thus tests the validity of the rationalitymodel. In order to include students with different biological backgrounds, Taiwanese 7th-grade, 8th-grade, and 11th-grade students, college students majoring in liberal arts or business, and collegestudents majoring in psychology are covered in the study. Students read a traditional (positive) text, a rational text, or an irrelevanttext (or non-text), and then completed a test covering evolutionary theory. The 7th-grade, 8th-grade, and 11th-grade students also took atest assessing their Piagetian cognitive stage.

The results showed: (1) Most Taiwanese students from the 7thgrade to college sophomores are Lamarckians. (2) Few Taiwanes estudents from grade seven to college sophomores are creationists. (3)Most Taiwanese students believe in evolution no matter what kind ofreligious beliefs they have. (4) Religious background does not influence students' acceptance or rejection of creationism. (5) The experimental treatment (the different instructional approaches) had no effects on the 7th- and 8th-grade students, but it had effects onthe 11th grade students and both groups of college students. Studentsin the rational group had fewer misconceptions, had more negative knowledge, and were less likely to hold the current theory and otheralternative theories at the same time. (6) It seems that theindividual's development of biological knowledge does notrecapitulate that of biological history. (7) Students' IQ had a smalleffect on their learning of evolutionary theory. (8) Piagetian cognitive stage had a small effect on students' learning of evolutionary theory. (9) Differences among college students'backgrounds in biology affected students' learning of evolutionary theory, but there were no interaction effects with the experimental treatment. In general, effects of the rational approach on students'learning evolutionary theory were shown. Discussions of importantissues, implications of the study, and suggestions for follow-up studies are included.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(26) Title: EVALUATION OF OUTDOOR KINDERGARTEN PLAYGROUNDS IN TAIPEI CITY, TAIWAN, R.O.C. (CHINA, PLAYGROUNDS)

Author: YANG, SHU-CHU SYLVIA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 182
Advisor: FROST, JOE L.

Source: DAI-A 54/08, p. 2878, Feb 1994

Research Problem: The investigator surveyed outdoor kindergarten playgrounds in Taipei City, Taiwan, R.O.C. The sites were 52 kindergartenplaygrounds, randomly selected, located at sixteen public schools and thirty-six private schools. One director and one teacher were interviewed from each school.

Results indicated that both public and private kindergarten playgrounds seriously lacked moveable play equipment (tricycles,loose tires, barrels, loose boards, building materials, blocks,containers, etc.), fluid materials (sand, water, etc.), andinterconnected play equipment. Both public and private kindergartens used traditional play equipment, such as metal swings, slides,climbers, and other pieces of equipment. Additionally, both publicand private kindergartens showed serious omissions in providing environments for generating dramatic play and constructive play. Critical safety problems were observed on both public and privatekindergarten playgrounds.

Results also indicated that the public kindergartens surveyed hadlarger playgrounds than the private kindergartens. Also, publickindergartens provided a longer play time for children than private kindergartens. Additionally, most of the public kindergartens (50%)repaired broken equipment within one week. Most of the privatekindergartens (45%) completed within three days. Most publickindergartens (69%) required that elementary principals makedecisions for any improvement changes necessary; fifty-six percent ofthe private kindergarten directors made such decisions. More thantwo-thirds of private kindergarten directors (72%) indicated a

belief that the quality of their outdoor playgrounds would have an influence on students' enrollment, but only 13% of public kindergarten directors believed that the playground would influence enrollment. Furthermore, both the public directors (50%) and the privatedirectors (58%) believed that teachers' attitudes were the most important component in a kindergarten progr am. The private directors(36%) ranked outdoor play environment as least important in akindergarten program, while the public directors (44%) placed relationships with parents as least important. Results also indicated that both public and private kindergarten directors and teachers believed that play is beneficial. However, public kindergarten policy emphasized play as an important part ofthe kindergarten program; however, private kindergarten policystressed scholastic performance.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(26) Title: NEGOTIATING THE PATH BETWEEN STORY TIME AND YOUNG CHILDREN'S LITERACY DEVELOPMENT
Author: LABBO, LINDA DAY
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 184
Advisor: ROSER, NANCY L.; HOFFMAN, JAMES V.
Source: DAI-A 54/08, p. 2881, Feb 1994

Research Problem: This investigation describes the ways in which young children's opportunities for literacy and literary development wereinfluenced by two types of tasks that were assigned after their dailystory time. Each task was connected to the content or features of thedaily story but varied in theoretical stance. The first task type wasTraditional Readiness-Oriented in that activities focused on children's practice of prereading and prewriting skills. The second task type was Emergent Literacy-Oriented in that activities focusedon children's use of drawing and writing as expressions of meaning. For a period of eight days, two kindergarten teachers read preselected stories and provided children with story extension assignments that alternated daily between TraditionalReadiness-Oriented tasks and Emergent Literacy-Oriented tasks. Twelve children, six in each class, of varying literacy abilities were observed as they worked on each task in small groups for forty minutes. Sixteen transcripts of students' and teacher's talk aschildren worked on each task were compiled from field notes, and supplemented with audiotapes and videotapes. A methodology for describing the focus of talk for each kind of task grew from the work of Martinez, Roser, Hoffman and Battle (1993), of Cochran-Smith(1984), and evolved from the transcripts as well. Student profiles derived from transcripts, students' task products, comprehension of story scores, and interviews described the different opportunitiesfor literacy development the different types of tasks offeredchildren. Transcripts were also analyzed in order to describe thefocus of teachers' talk generated by the varied tasks. Results oftranscript analysis suggested that Emergent Literacy-Oriented tasksgenerated more talk about story, metalinguistic aspects of language,and strategies for application of literacy than tasks designed from aTraditional Readiness-Oriented perspective. The talk of children forEmergent Literacy-Oriented tasks indicated that they often engaged inimaginative play while they drew or wrote. When design of taskconnected to central aspects of story, and when making meaning wasinherent in the design of task, children's opportunities for literacy development were increased. The talk of teachers was also influenced by design of task as evidenced by the fact that EmergentLiteracy-Oriented tasks generated more teacher story-related talk.These findings suggest a need to further investigate how varied story extension tasks influence children's opportunities for literacy and literary development.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(27) Title: STUDENT SERVICES AND INSTRUCTIONAL SERVICES IN PARTNERSHIP TO ENHANCE STUDENT PERSISTENCE
Author: WHITE, THELMA JEAN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 180

Advisor: RIPPEY, DONALD T.
Source: DAI-A 54/04, p. 1261, Oct 1993

Research Problem: This study focused on identifying significant institutional factors that contribute to student persistence incommunity colleges. Further, it examined the relationship between the integrated model of Instructional and Student Services and studentpersistence. Numerous persistence/retention studies verified the need for special measures to deal with a changing student population.

The qualitative methodology of this study employed in-depthinterviews in order to gain rich descriptions of the factors and programs that contribute to persistence. The efficacy of thecase-study approach in providing in-depth analysis has beendemonstrated by Roueche and Baker (1987) and has been described byTuckman (1988) and Lincoln and Guba (1985).

A conceptual model for this study, developed from the literatureon persistence/retention theory, student development theory and organizational theory, framed the study and the in-depth interviewswith 28 respondents in two community colleges. The model identified sets of variables that contribute to student persistence.

An analysis of the data revealed some common factors and programs that have been supported in the literature as contributing to persistence. The respondents of this study identified instruction,assessment and placement in proper courses, academic advisement,orientation, developmental courses, financial-aid, tutoring, careercounseling, and a commitment to a student-centered approach toteaching and learning as influential factors contributing topersistence. Additional variables identified as contributing to persistence were, teacher expectations of students, and the strength of the curriculum. This study also suggests that collaborative efforts between instructional and student services are necessary to meet the needs of a diverse student population. More specifically, collaboration improves organizational relationships and enables colleges to improve the total educational process which leads to student persistence and success.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(28) Title: TRANSFORMATION TO THE SOCIAL STUDIES: A COURSE CHANGE IN THE ELEMENTARY SCHOOL CURRICULUM, 1900-1939 (CURRICULUM TRANSFORMATION)
Author: SANDERS, JOAN ELIZABETH
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 253
Advisor: DAVIS, O. L. JR.
Source: DAI-A 54/12, p. 4375, Jun 1994

Research Problem: Social studies has existed as an element of the elementary school curriculum with a largely unknown past. However, the formative years of American elementary school social studies were significant, beginning near the turn of the twentieth century and extendingthrough the 1930s.

At the end of the nineteenth century, the elementary schoolcurriculum related to social course offerings was limited primarilyto intermediate grade geography; school history was included lessfrequently. A study of the history of elementary school socialofferings revealed that influences in American society as a whole andf rom conditions within education contributed to increased consideration of the school's social curriculum. Changing philosophies, new pedagogy, and advocacy of specific participants exerted an extended impact on the transition to social studies in thecurriculum. Rhetoric during these early years reflected an initial concern with content. The view of social studies was expanded to include additional subjects and topics related to social responsibility.Later, instructional techniques which permitted active pupil participation and the use of supplementary materials were advocated frequently. However, examination of the historical record from 1900to 1939 revealed a gap between the persuasive rhetoric and practical changes in elementary school classrooms in the United States.

Movement from minimal instruction in social subjects to more extendedsocial offerings occurred. Classroom methods which encouraged pupilparticipation were widely advocated and somewhat practiced but werenot dominant. Similarly, use of supplementary materials in schoolinstruction occurred inconsistently. Social studies sometimes wastaught in an integrated manner, more often in primary grade classesthan in intermediate ones. However, this organizational practice wasnot dominant; geography and history, when offered, commonly weretaught as separate subjects. By the end of the 1930s, elementary school social studies hadchanged markedly from the curriculum offerings of the late 1800s through various incremental changes. Despite evidence of transformation in elementary school social studies practice, advocacy of the new "social studies" continued to outdistance practical implementation throughout the first forty years of the century. The social studies remained a form in continued search of consistent substance.

Form(s) of Curriculum Inquiry employed in this Dissertation: historical-philosophical

(29) Title: LET THEIR EYES HEAR YOU: TEACHING SECOND-GRADE MATHEMATICS TO HEARING AND HEARING-IMPAIRED STUDENTS USING A STUDENT-CENTERED APPROACH
Author: SIMPSON, MARY LOVENAH
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 241
Advisor: LAMB, CHARLES E.; LASKA, JOHN A.
Source: DAI-A 54/12, p. 4383, Jun 1994

Research Problem: Mathematics education is undergoing change as the National Council of Teachers of Mathematics (NCTM) promotes new instructional standards. These standards recommend that instruction bestudent-centered and incorporate activities that involve students incooperative problem solving. Mathematics is typically the firstacademic subject into which hearing-impaired students aremainstreamed. As mathematics classrooms are influenced by the NCTM Standards, mainstreamed hearing-impaired students will also be affected.

The purpose of this study was to describe the instructional and communication adaptations which need to be considered when implementing the NCTM Standards in a classroom with both hearing and hearing-impaired students. The site chosen for the study was a second grade mathematics classroom in a public elementary school where fourhearing-impaired students were mainstreamed. Procedures used in gathering the data included: (1) the implementation of aStandards-based unit, (2) pre-, mid- and post-unit observations, (3)consultant interaction with the teacher, (4) pre- andpost-intervention surveys and interviews with the teacher, and (5)pre- and post-unit tests of the students. During the unit the teacher adopted a more visually oriented pattern of instruction and increased her direct communication with the hearing-impaired students. Theutilization of manipulative materials facilitated students'understanding and exploration of concepts. Communication between thehearing and hearing-impaired students was increased by changing theseating arrangements and by providing the students with communicationstrategies. With these adaptations, the hearing and hearing-impairedstudents demonstrated increased understanding and ability to explainthe mathematical concepts taught. The teacher interviews reflected the teacher's desire to continue applying the recommendations of theNCTM Standards. deliberative

(30) Title: THE EFFECTS OF USING GRAPHING TECHNOLOGY IN COLLEGE PRECALCULUS
Author: TOLIAS, GEORGIA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 140
Advisor: CARRY, L. RAY
Source: DAI-A 54/04, p. 1274, Oct 1993

Research Problem: This study investigated the effects of using graphing

technology during the simultaneous instruction of algebraic and graphical procedures for solving equations and inequalities involvingthe elementary functions of precalculus. The study was conducted over a two-semester period in which subjects from four classes of college precalculus were used to form an experimental and control group foreach semester of the investigation. Experimental subjects received graphing calculator enhancedinstruction using a resequenced precalculus curriculum in which anemphasis on functions and their graphs facilitated the integration ofthe algebraic and graphical procedures. Control subjects received traditional instruction using a more traditional precalculus curriculum outline.

Since intact classes were used, The Mathematics Level I Test wasused as a premeasure to adjust for initial group differences. Aposttest was used to measure three learning outcomes: procedural knowledge, relational knowledge, and transfer of knowledge. Results from the posttest and an anonymous questionnaire were analyzed forpatterns of student understanding and student opinion/attitude,respectively.

Some conclusions from this study were: (1) No significantdifferences between the experimental and control groups were presenton the procedural knowledge measure. (2) Significant differencesbetween the experimental and control groups were present on therelational knowledge measure, favoring the experimental group. (3)Significant differences between the experimental and control groupswere present on the transfer of knowledge measure, favoring theexperimental group. (4) An item analysis revealed that the subjectsin the experimental group who chose algebraic procedures to solve therelational knowledge items outperformed the control group on thosesame items. (5) Results from the anonymous questionnaire indicatedthat student opinion regarding graphs and graphical procedures waspositive and that the experimental treatment, although demanding,facilitated student understanding of the relationship between the algebraic and graphical methods for solving equations and inequalities.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(31) Title: AN INVESTIGATION OF THE EDUCATIONAL STATUS OF MUSICALLY GIFTED ADOLESCENTS IN INDEPENDENT SECONDARY SCHOOLS IN THE UNITED STATES (GIFTED)
Author: KLEVAN, ROBERT BRUCE
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 274
Advisor: GONZO, CARROLL
Source: DAI-A 54/08, p. 2938, Feb 1994

Research Problem: This study is an investigation of the status of musically gifted adolescents making application to and enrolled in Americanindependent secondary schools. This research seeks to determine howstudents are defined, identified, taught, and evaluated. Data for the study were gathered through the use of two separate survey questionnaires distributed to admissions administrators andmusic educators employed at 311 independent secondary schools, which accommodate musically talented students. Admission administratorswere queried regarding school philosophy, admission procedures, andthe definition and identification of musically gifted adolescents. Music educators responded to the same questions and questions relative to curriculum and instruction, and the evaluation ofmusically gifted students and programs. Data, reported as frequencies and percentages were subjected tot-tests, Pearson Correlations, and crosstabulations. Findings indicate a significant number of admissions administrators noticed an increase in applications of students considered musically gifted. Nomention of musically gifted students could be found concerning the educational and philosophical mission statements at many of theschools. Musically gifted students matriculate and are accepted to independent secondary schools based primarily on academic promise, not musical talent.

Music educators and admissions administrators indicated a definition of musically gifted would include a display of creativity, high levels of task commitment and ability, potential forachievement, the desire to learn, and musical sensitivity. The data suggests a high

percentage of schools do not have standard proceduresf or identifying musically gifted students. Those methods reported most were based on teacher observation, musical performances, andauditions. Music educators' opinion regarding curriculum and instructionfocused on student needs, including the use of relevant material,flexible and tailored programs, students' production of products, andself-evaluation. A few independent school music programs offercourses and instruction beyond the traditional curriculum.Correlations showed a positive relationship between offeringdifferentiated instruction and years of teaching experience, schoolsize and the ability to support a course in computer music. Independent school music educators make little or no distinction between regular or gifted programs in evaluation procedures. Evaluation of musically gifted students is based on observations,performances, performance tests, and paper and pencil tests.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(32) Title: EFFECTS OF MULTIPLE REREADINGS ON FOREIGN LANGUAGE READERS' RECALL, GRAMMATICALITY JUDGEMENT, AND VOCABULARY RECOGNITION
Author: ANDRIANANTENAINA, DODIER ZAFINIALY
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 216
Advisor: SWAFFAR, JANET K.; BORDIE, JOHN
Source: DAI-A 54/08, p. 2963, Feb 1994

Research Problem: Although this study investigated the effects of multiple rereadings on intermediate FL readers' recall, vocabularyrecognition, and grammaticality judgments in a FL, and also addressed the effect from text-type and explicit goals for reading on these measures, it focussed on the investigation whether multiplere readings increased the number of idea units FL readers recalledf rom a FL text. As a result, two factors, repetition (one vs. threereadings) and reading condition (simple recall vs. directed goal),were varied between subjects to form four between-subjects cells.Text-type, with two levels, (factual versus narrative description)served as a within-subject factor. A grammar and vocabulary test (used as a pre- and posttest), anda recall protocol (used as a posttest only) were used as dependentmeasures. One hundred eleven (111) third- and fourth-semester students ofGerman from the German Department at The University of Texas atAustin participated in this study. Two authentic texts, respectively of two hundred ninety-six (296)and three hundred thirty-one (331) words were used. After reading each text, the participants took the grammar andvocabulary posttests corresponding to each text, and wrote in their native language what they remembered reading from the text. The participants' scores on the dependent measures were submittedto a Repeated Measures of Analysis of Variance, or a covariance and regression analysis of variance. A qualitative analysis of the recall protocols were also conducted. The main findings of the study were that (1) regardless oftext-type, repeated readings had a significant effect on the numberof idea units FL readers recalled, and on their vocabularyrecognition; (2) a factual description seemed easier for FL readersto recall than a narrative one; (3) neither repeated readings, norreading condition, nor text-type had a significant effect on FLreaders' grammaticality judgments; (4) reading with a directed goaldid not seem to have a significant effect on FL readers'grammaticality judgments, nor on their vocabulary recognition, nor on the number of idea units they recalled, although it did influence successful recall of text ideas or propositions in the form of elaborations and interpretations.
Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(33) Title: EFFECTS OF METACOGNITION AND HYPERTEXT STRUCTURE ON COGNITIVE ERRORS AND PERFORMANCE IN HYPERCARD LEARNING (MACINTOSH)
Author: KIM, HOISOO

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 288
Advisor: HUDSPETH, DELAYNE R.
Source: DAI-A 54/08, p. 2993, Feb 1994

Research Problem: The purpose of this study was to investigate the effects of both metacognition and hypertext structure on cognitive errors and performance in a hypertext instruction. Subjects were 45 collegestudents in Korea. During the instruction, each student was asked tothink aloud everything that came to mind. Subjects' verbalizationswere recorded on videotapes.

Metacognitive knowledge had significant effects on the immediate recall test scores. However, metacognitive knowledge did not have anysignificant effects on the other scores of the immediate skill test,the delayed recall test, and the delayed skill test. In contrast,metacognitive regulation had significant relationships with four types of performance in a hypertext instruction.

The high metacognitive regulation group achieved the highestscores on four types of performance tests regardless of the hypertextstructure. The low metacognitive regulation group achieved the lowestscores regardless of the hypertext structure. However, the medium metacognitive regulation group attained higher scores on the delayedrecall test under the associative hypertext than under the hierarchical hypertext. metacognitive regulation had a positive correlation with cognitive errors in hypertext. Metacognitive regulation also had apositive correlation with the detection rate of cognitive errors.Especially, metacognitive regulation had a significant effect on thedetection of both rule-based mistakes and knowledge-based mistakes. There was a positive correlation between metacognitive knowledgeand metacognitive regulation, but there was no training effect onmetacognitive regulation. The variance of the performance was explained significantly by the set of metacognitive knowledge,metacognitive regulation, and hypertext structure. In contrast, theset of metacognitive knowledge, metacognitive regulation, andhypertext structure predicted marginally the cognitive errors in thehypertext learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(34) Title: FOREIGN WORDS IN THE ARABIC PRESS: A STUDY OF THE IMPACT OF WESTERN LANGUAGES ON ARABIC
Author: ARAJ, SAMIA JABRA
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 209
Advisor: BORDIE, JOHN
Source: DAI-A 54/12, p. 4458, Jun 1994

Research Problem: One of the major consequences of westernization in the Middle East is the introduction of a completely new vocabulary into Modern Standard Arabic. The new terms are direct borrowings from Western languages, especially English, partly integrated into Arabicthrough adaptation to its phonological and morphological system; orloan translations derived from Arabic roots; or hybrids consistingpartly of Arabic and partly of foreign components. The research methodology employed here consisted of scanning the al Ahramnewspaper, examining three weeks' issues each year every five years,beginning with March 1946 until 1991. In view of the development of westernization in the Arab countries, the majority of English loan words are found in the field of technology, as well as business andeconomics, and also in politics concerning Western institutions. In other fields, for instance in cosmetics and fashion, the prestige ofFrench is still felt. A similar influence is detectable inadvertisements and classified ads about sales, food, entertainment,and similar topics of consumer interest. The research also reveals atendency to purism among the Arab countries, where loanwords have commonly been replaced by loan-translations and newly-coined terms based on Arabic roots.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(35) Title: INCENTIVES TO IMPROVE TEACHING AS PERCEIVED BY COMMUNITY COLLEGE FACULTY MEMBERS
Author: RUCKER, JOHN ARTHUR
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 244
Advisor: BAKER, GEORGE A. III
Source: DAI-A 53/08, p. 2637, Feb 1993

Research Problem: The purpose of this investigation was to explore the perceived valence for twenty-seven job-related outcomes associatedwith teaching in community colleges. Although previous researchefforts had studied perceived satisfaction with many of these outcomes, little has been done to determine if these factors would beperceived as incentives for improved teaching performance. Since no instrument consistent with the operational definition ofvalence for job-related outcomes as they relate to improved teachingwas available, one was developed. Questionnaires were field testedand 213 were sent to randomly selected individuals at five community colleges in five states. One hundred fifty-six completed surveys were returned and used in the data analysis.

Descriptive statistics were calculated, and chi-square analyses were performed to determine any statistically significant differences between any of the identified groups of participants. These groups were identified by length of service to their institutions, by age,by gender, by level of teaching performance, and by institution.

The outcomes which received the strongest support as incentives included: improved student success, sense of accomplishment,recognition from students, and opportunity to have a sabbatical tolearn more about one's discipline, recognition from colleagues, agreater commitment on the part of the college's administration forquality education, and a salary increase. A total of seventeenstatistically significant differences were found between theidentified groups. There were four statistically significantdifferences between colleges, two between age groups, three between groups identified by their length of service, eight between women andmen, and no significant differences between the groups identified by level of teaching performance. The differences between men and women not only provided the greatest number of statistically significant differences, but alsothe most clear-cut differences. In all but two of the twenty-seven potential outcomes, women indicated a greater preference than men. Inthe two outcomes which men indicated a greater preference, improved benefits and a greater commitment by the administration for quality education, the differences were not statistically significant.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(36) Title: THE TEXAS ADVANCED MODERN PERSIAN PROSE SYLLABUS: FEATURING AN APPLICATION OF CONCEPT LEARNING STRATEGY FOR TEACHING THE SUBJUNCTIVE MOOD IN PERSIAN (MODERN PERSIAN, ADVANCED SYLLABUS)
Author: ATAI-LANGROUDI, AZIZ
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 324
Advisor: DAVIS, OZRO L.; MCKENZIE, GARY R.
Source: DAI-A 53/12, p. 4182, Jun 1993

Research Problem: The major purpose of this study was to design a textbook for students of Persian with a focus on the applicability of conceptlearning strategy to learning of ideas and state or quality ofactions whose expressions required the use of the subjunctive mood ofverbs in subordinate clauses of complex sentences in Persian. Thesecond purpose was to determine whether instructional design principles that address general instructional problems are applicableto special instructional situations that were not considered when the planning principles were written. It was hypothesized that theadvanced students of Persian can comprehend the textual information and express their comprehension in Persian proficiently if

they areprovided with practice opportunities that relate their priorknowledge with the ideas in the text.

The choice of Sangi bar Guri (A Stone on a Grave) (1981) by JalalAl-e Ahmad as the Persian material around which to develop an advanced Persian course syllabus and textbook involved three issues:the place and qualities of the text in the context of twentieth-century Persian writing, the possibility of developing asyllabus with it based on a concept learning strategy, andconsideration of criteria for textbook selection or writing. Without editing, the text of Sangi bar Guri is divided into nineteen lessons to which a Persian article, providing background on Al-e Ahmad andmodern Persian prose, was added as lesson one. Each lesson consists of a vocabulary list, the reading text, questions and answers, amultiple choice exercise testing reading comprehension, and exercisein synonyms and antonyms, a substitution exercise, and a grammarsection that deals with verb conjugation and the subjunctive mood. A preliminary draft of the textbook was recently used for theThird-year Persian 1 course subtitled Advanced Persian Reading and Grammar in forty-five contact hours at The University of Texas atAustin during the fall of 1990. With regard to the students' previous exposure to the subjunctive mood, the topic was divided into five major parts from the most to the least familiarity with thestructures. Concept learning strategy, as described by Gary McKenzie,was employed for teaching the subjunctive mood. The effectiveness of the method was evaluated in terms of students' achievement. The evaluation consisted of five quizzes and three review tests. The results of this study supported the assumption that familiarity with the text through various exercises based on the text significantly facilitates comprehension.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(37) Title: THE EFFECT OF LESSON ENHANCEMENT WITH LEARNER CONTROL/PROGRAM CONTROL FEATURES ON LOW AND HIGH-LEVEL ABILITY STUDENTS IN A CAI ENVIRONMENT (LOW LEVEL ABILITY)
Author: CORDOVA CALDERON, FERNANDO APOLINAR
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 184
Advisor: HUDSPETH, DELAYNE
Source: DAI-A 53/12, p. 4185, Jun 1993

Research Problem: This study investigated whether an enhancement of learning lesson and a CAI program, with a learner control feature and learningaid tool, can help low ability subjects to obtain the same results as subjects with high ability.

The study was carried out in Torreon Coahuila, Mexico where engineering students take remedial courses in math, physics, and chemistry to prepare them to meet the basic prerequisites for their engineering career. The three hundred sixty students of this sample,representing different levels of previous knowledge, were classifiedas having low and high learning ability, and randomly assigned to a 2x 3 x 2 ANOVA factorial design. These treatments were created: (1)learner control with learning aids (LCLA) in which students saw thecontent in the path they wanted; they could skip practice, feedbackand learning aids if they desired; (2) program control with learning aids (PCLA) in which students was the content, practice, feedback and learning aids in a fixed sequence; only learning aids could be controlled; and (3) program control without learning aids (PCWLA) inwhich students saw the content, practice, and feedback in a fixed sequence. Each treatment contained four groups (two groups with highability and two with low ability). Half of the subjects with high and low ability in each treatment received a Lesson on Enhancement of Learning to help monitor their learning, and the other half did notreceive this lesson. The computer program taught Newton's first andsecond Laws of Motion. The learning aids section of the program contained: a glossary of terms and formulas, easy examples, difficult examples, more practice items, and a preview of test items. The posttest criterion measure was a 14-item multiple choice test with a coefficient Alpha reliability of.75.

The results showed that lesson-treatment interaction (p $<$.05)was statistically significant and led to the claim that the Lesson on Enhancement of Learning (learning strategy) works better when the computer program has a fixed sequence (program control), but not when the computer program can be manipulated (learner control).
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(38) Title: ETHNIC MINORITY CONTENT IN GRADUATE SOCIAL WORK EDUCATION: FACULTY VIEWS AND EXPERIENCES (GRADUATE PROGRAMS)
Author: DIGGS, CHRISTINE HEATH
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 285
Advisor: MCROY, RUTH G.
Source: DAI-A 53/08, p. 2661, Feb 1993

Research Problem: For over twenty years, schools of social work have been challenged with incorporating ethnic minority content in graduate social work education. Although the literature provides much insightinto the controversies associated with infusing content on minoritiesinto traditional social work curricula, there is little evidence intounderstanding how social work educators--the implementers--perceive,select, and teach content on minorities within their graduate socialwork classes.
This study explored whether such factors as prior practice experience, personal comfort with teaching about ethnic minorities,proximity of ethnic community, ethnic composition of minoritystudents, social work literature and textbooks, presence ofethnic-specific curriculum committee, school of social workobjectives, and professional mandates were considered when faculty decided on the emphasis they would give to ethnic minority content inthe courses they taught.
One hundred ninety-nine faculty (42 minority and 157 nonminority)teaching in eleven graduate social work programs throughout the United States responded to a survey instrument developed specificallyfor the study. Minority social work educators were more likely than white educators to consider the following two factors as very important in their decisions about integrating ethnic minoritycontent: (1) personal comfort with teaching about ethnic minorities,and (2) the composition of ethnic minority students in theirclassrooms. Seventy percent of the entire sample felt that social work educators overall were not knowledgable or competent to teach ethnic minority content. Over 80% of the respondents indicated that social work textbooks failed to be useful in giving information on ethnic minorities.
One hundred fifty-eight (83.6%) of the social work educators indicated that their personal practice experience with specificethnic minority populations played a major role in their decisionsabout teaching content on minorities in their classrooms. Over 70% ofthe social work educators consider school objectives as well as professional mandates regarding the integration of ethnic minority content as factors in their decisions on incorporating ethnic minority content in their classes. Guided by the grounded theories ofminority integration and multicultural education perspectives, the study concludes with specific implications and recommendations forcurriculum development in graduate social work education, policy, andfuture research.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(39) Title: PARENT INVOLVEMENT IN EDUCATION: THE PRESENTATION OF A TEACHER TRAINING PROGRAM AND ITS EFFECT ON ELEMENTARY TEACHERS' PERCEPTIONS
Author: GRUNWALD, CRISTIE JAN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 230
Advisor: ESCOBEDO, THERESA H.
Source: DAI-A 54/02, p. 412, Aug 1993

Research Problem: The purpose of this study was to examine changes in teacher perceptions toward parent involvement as a result of receiving inservice training that provided information, resources and methodology on the subject. A quasi-experimental pre-posttest control group design was utilized. Eighty-one experimental group teachers from two areas of Texas voluntarily attended a workshop which offereda conceptual framework of parent involvement based on theoretical andresearch material. The control group was comprised of 188 teachersfrom districts in the same two areas of Texas. The instrument used tocollect data was the Parent Involvement Questionnaire developed bythe Southwest Educational Development Laboratory.

Data in this study were analyzed to determine if the inservice training session had an effect on experimental group teacher opinions and perceptions toward role importance, activities and goals of parent involvement. Experimental group teacher posttest scores were also compared to control group teacher scores, which were for those who did not receive the intervention. Further analyses were conducted to determine if any significant differences existed in perceptions toward parent involvement among teachers from low, medium and high socioeconomic level school districts. T-test of correlated means,one-way analysis of variance, two-way analysis of variance anddescriptive statistics were the measures used to test the majorhypotheses of the study. An analysis of the activities of parentinvolvement was also completed using question totals in theexperimental and control groups.

Significant differences were found in the pre-posttest analysisof experimental group questionnaire subsection and total scores, andbetween the experimental and control group total test scores,indicating that the workshop did have an effect on changing teacherperceptions toward parent involvement. Significant differences werefound in the control group posttest total scores across the three socioeconomic levels of school districts. Teachers in both groups indicated that they felt the most typical activities of parent involvement should be roles in which the parents support the school, followed by activities in which parents collaborate with the school on issues concerning the child. In addition, teachers felt activitiesinvolving parents in school decision-making should be the least typical. Recommendations for further research were given.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(40) Title: THE EFFECT OF INSTRUCTIONAL METHOD AND LEARNING STYLE ON SPANISH VOCABULARY LEARNING IN COLLEGE STUDENTS

Author: LEE, LINA

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 165

Advisor: SENG, MARK

Source: DAI-A 54/02, p. 414, Aug 1993

Research Problem: Illustrations not only may enhance visual thinking but also communicate certain types of information more effectively than linguistic symbol systems (Levie & Lentz, 1982). All individuals do not learn equally through pictorial instruction. Some people prefer to learn visually, whereas others learn better from the textual materials (Kirby & Moore, 1988).

This study examined the effect of line drawings on theacquisition of Spanish vocabulary and the interaction betweenlearning styles and instructional methods. A 3 x 4 factorial designwas used for this study. The independent variable was type of instructional method with three treatment levels: (1) native languagetranslation, (2) line drawing, and (3) a combination of nativelanguage translation and line drawing. The dependent variable wasSpanish vocabulary achievement measured with a fifteen item quasicloze test after the three days self-instructional lessons. Data onlearning styles were also obtained from the Learning Preferences Questionnaire (Kirby, Moore & Schofield, 1988). One hundred andfifty-nine subjects at the University of Texas at Austin were randomly assigned to the different treatments.

Results showed that subjects using line drawings performedsignificantly better than subjects given native translation or acombination of line drawing and native translation. Subjects usingthe combination of native translation and line drawings performedsignificantly better than subjects using native language translationon the immediate and delayed posttests. No significant relationshipwas found between learning styles and instructional methods. Resultsshowed a significant relationship between subjects' prior Spanish knowledge and vocabulary learning.

This study suggests the need for further research on second language reading skills which influence vocabulary achievement over an extended period of time. Future research is also needed to determine the effects of different types of illustrations on vocabulary learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(41) Title: RELATIONSHIP BETWEEN TEACHER PHILOSOPHY OF AND TEACHER BEHAVIOR IN EDUCATION THAT IS MULTICULTURAL: STUDY OF AN URBAN MIDDLE SCHOOL (URBAN SCHOOLS, PHILOSOPHY BEHAVIOR)

Author: THOMAS, TSAHAI LONDON

THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 171

Advisor: BLANCO, GEORGE; DODDS, JOAN

Source: DAI-A 53/12, p. 4196, Jun 1993

Research Problem: Education that is multicultural emerged to address the complex interactions of the culturally diverse classroom. This study was undertaken to determine the existence of any significant group differences (gender, ethnicity, subject taught, and grade taught)between teacher philosophy of and teacher behavior in education thatis multicultural (EMC). A secondary purpose was to establish the existence of any significant relationship between individual teacherphilosophy of and behavior in EMC.

Two sources of data collection were utilized. The primary source employed the use of two researcher-designed questionnaires:"Relationship Between Theory and Practice: Questionnaire of Relationship Between Theory and Practice of Education That IsMulticultural." One questionnaire addressed teacher philosophy; the other, teacher behavior in EMC. Questionnaires, though identical in content, were different in order of question presentation. The secondary source of data collection was made possible through interviews of 10 percent of a randomly selected subsample of thesixty-one middle school teachers. Eleven null hypotheses were formulated. Pearson product-momentcorrelation was used as the basis for statistical determination ofthree null hypotheses. A significant positive correlation between composite teacher philosophy and behavior scores was found. For Minorities, there was revealed a moderate, positive but notsignificant relationship between philosophy and behavior; for Anglos,there was revealed a moderate, positive, significant relationshipbetween these variables. Although philosophy and behavior scores werecloser to goals of EMC for Minorities than for Anglos, Anglosdemonstrated more correlation between these variables. Not to be ignored, however, is a smaller Minority sample size which may haveyielded significance if the sample were larger. One-way multipleanalyses of variance were used to determine statistical significancein the remaining eight null hypotheses. Analyses indicated that therewere no significant philosophy or behavior differences revealed for gender, grade level taught, or subject taught. There was nosignificant behavior difference for ethnicity; however, there was a significant philosophy difference found for this variable.

Results of the null hypotheses and interviews reflected anoverall need for extensive professional development in the area ofeducation that is multicultural at both the preservice and inservicelevels.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(42) Title: A STUDY OF THE AVAILABILITY AND APPLICATION OF EDUCATIONAL TECHNOLOGY IN THE SECONDARY WORLD GEOGRAPHY CLASSROOMS OF 24 TEXAS SCHOOL DISTRICTS (CAI, GEOGRAPHY INSTRUCTION)
Author: WHITE, CAMERON SCOTT
THE UNIVERSITY OF TEXAS AT AUSTIN PHD - pp: 234
Advisor: SWEENEY, JOANN
Source: DAI-A 53/08, p. 2673, Feb 1993

Research Problem: The dissertation study concentrates on technology as an innovation related to change in education and describes and analyzes its availability and application in the secondary world geographyclassrooms of 24 Texas school districts. The study helps provide a framework for improving the availability and application of technology in world geography.

The literature suggests that the change process in education is difficult due to various barriers and that specific guidelines shouldbe followed to ensure success. Descriptions of the various technologies available exist in the literature, although there is inconsistency regarding availability and application of thosetechnologies among school districts, between schools within the same district, and among teachers at the same school. The state of Texashas therefore mandated that districts establish long-range plans forthe successful application of technology in classrooms. The survey and follow-up interviews of the study describe andanalyze the availability and application of educational technology inthe secondary world geography classrooms of 24 Texas schooldistricts. The data is divided into low, middle, and high per pupilexpenditure districts. The results suggest that teachers needadditional training in educational technology. Traditional technologies are available although there is inconsistency regarding the availability and application of the newer technologies such ascomputers and multimedia. There is also inconsistency between the low, middle and high per pupil expenditure districts. Wealthy districts have more technology available although middle level districts apply technology more successfully. Follow-up interviews suggest the need for increasing technology budgets, improving administrative support, and acquiring additional technology training. Recommendations resulting from the dissertation study includeestablishing specific plans for technology implementation, settingstandards to ensure support for improving availability andapplication, providing additional training to ensure successfulapplication, improving the access to newer technologies, increasing technology budgets, and following specific change process guidelines to ensure success in the classroom.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(43) Title: SECOND LANGUAGE LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING AND THEIR USE OF LEARNING STRATEGIES: A STUDY OF COLLEGE STUDENTS OF ENGLISH IN TAIWAN (LEARNER BELIEFS, CHINA)
Author: YANG, NAE-DONG
THE UNIVERSITY OF TEXAS AT AUSTIN -PHD pp: 256
Advisor: HORWITZ, ELAINE K.
Source: DAI-A 53/08, p. 2722, Feb 1993

Research Problem: This study investigated the beliefs about language learning and use of language learning strategies by college EFLstudents in Taiwan. The relationship between learners' beliefs and strategy use was also studied.

A total of 505 students enrolled in undergraduate English classes in Taiwan participated in the study. An English LearningQuestionnaire, which was composed of two self-reportmeasures--Horwitz's (1987) Beliefs About Language Learning Inventoryand Oxford's (1989) Strategy Inventory for Language Learning-- and anIndividual Background Questionnaire, were translated into Chinese andadministered to the students during their regular English classes.

Factor analyses were computed to determine the underlying composite belief variables and composite strategy variables. Theresults showed that many students had positive self-efficacy aboutEnglish. They endorsed ideas about foreign language aptitude and the importance of practice and formal structural studies. These studentsalso reported using a variety of learning strategies, with formal oral-practice strategies and compensation strategies used morefrequently and cognitive-memory strategies, least frequently. Twosignificant canonical correlations between the composite belief andstrategy variables were obtained. The first significant link age related language learners' feelings of self-efficacy about learningEnglish to their use of all types of learning strategies, especiallyfunctional practice strategies. The second significant link age related learners' beliefs about the value and nature of learningspoken English to the use of formal oral-practice strategies. Theresults of this study suggested that the relationships betweenbeliefs and strategy use might not be unidirectional. As learners'beliefs likely affect their learning strategy use, the use oflearning strategies may also influence learners' self-efficacy andother beliefs about language learning. In addition, female studentswere found to use social strategies more often than male students,and foreign language majors had a greater tendency to believe inforeign language aptitude than did other majors. In brief, the results of this study provided empirical supportfor a connection between language learners' beliefs and theirlearning strategy use. A better understanding of the beliefs and learning strategy use of the EFL students in Taiwan, as well as practical suggestions for EFL instruction in Taiwan, has been achieved.

Form(s) of Curriculum Inquiry employed in this Dissertation: evaluative

(44) Title: ACHIEVEMENT MOTIVATION PROCESSES AND THE ROLE OF CLASSROOM CONTEXT (MOTIVATION)
Author: HAGEN, ANASTASIA STEFFEN
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 195
Advisor: WICKER, FRANK W.; WEINSTEIN, CLAIRE E.
Source: DAI-A 53/08, p. 2743, Feb 1993

Research Problem: An integrated model of achievement motivation was that included mastery and performance goal orientation,self-efficacy, test-anxiety, and self-regulated learning. There were two studies performed to evaluate this model. The purpose of thefirst study was to examine the ways in which the variables in themodel contribute to academic achievement. The subjects in this studywere college students enrolled in two introductory statisticscourses. The measures were also administered at two different timesover the course of the semester to test for reciprocal relationships among the variables over time. The data were analyzed usingstructural equation modeling.

Because the subjects in the first study were all enrolled in thesame type of course, with similar course requirements and gradingpolicies, the purpose of the second study was to determine how therelationships among the variables in the model might differ as afunction of classroom context. The subjects in the second study were enrolled in one of two different College of Business Administrationcourses. One of the courses placed a greater emphasis on masteringthe material (low competitive context), while in the other course thestudents competed with one another for high grades (high competitivecontext). The model was first solved separately for each group andthen the fit of the model was compared across the two classroomcontexts.

The findings from the two studies indicated consistent positiverelationships among mastery goal orientation, self-efficacy, andself-regulated learning. This suggests that being mastery-oriented results in higher self-efficacy and increased use of self-regulated learning strategies. Another consistent finding was that performance goals were positively related to test anxiety in both studies. This suggests that students with performance goals may also be more likely to experience higher test anxiety. Finally, the fit of the model was significantly different across the two classroom contexts, but onlywith respect to the relationships between mastery-goal

orientation and achievement, performance-goal orientation and achievement, andself-regulated learning and achievement. These differences suggestthat mastery and performance goal orientation and use ofself-regulated learning strategies contribute to achievement indifferent ways depending on the classroom context.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(45) Title: THE NEGOTIATION OF MEANING AND THE TRANSFER OF RESPONSIBILITY FOR LEARNING THROUGH TEACHER SCAFFOLDING AND STUDENT SELF-SCAFFOLDING OF INSTRUCTION (SCAFFOLDING, LEARNING RESPONSIBILITY)
Author: MEYER, DEBRA KAY
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 183
Advisor: WEINSTEIN, CLAIRE E.
Source: DAI-A 53/08, p. 2746, Feb 1993

Research Problem: Recent syntheses of educational research implicate instructional scaffolding for enhancing cognitive, metacognitive, and motivational development. However, if (and how) scaffolding occursduring whole-group instruction has not been investigated. Little data also exists about the appropriateness of scaffolding for differentstudents and varying instructional contexts. Research on teacher thinking has highlighted the unplanned nature of teacher responses tocontextual cues, but not examined the relationship between student-initiated cues for guiding instruction (self-scaffolding) and teacher responses.

In this study scaffolding during whole-group instruction wasexamined by categorizing teacher and student contributions to classroom dialogue. There were three theoretical research questions:(a) Does classroom discourse reflect a reciprocity of teacherscaffolding and student self-scaffolding? (b) Do Student prior knowledge and gender influence the relationships between teacherscaffolding and student self-scaffolding? and (c) Do the teacher andstudents gradually transfer the responsibility for learning over aunit of instruction?

Twenty-nine sixth graders from two heterogeneous math classes taught by the same teacher participated. The data were field notes and audio tapes of classroom discourse across a nine-day unit.

The theoretical hypothesis regarding reciprocity, or mutual exchanges, between the teacher and students during whole-groupinstruction was not supported. Interactions were more complementarythan reciprocal. Teacher scaffolding was associated with studentnon-scaffolding. Furthermore, this interaction pattern was found more than expected among the teacher and the boys with above-median pretest scores. In addition, students' self-scaffolding during whole-group instruction was an indicator of success. Students who self-scaffolded approximately 30% or more were the most successful. Task-orientedself-scaffolding was characteristic of students with at least a 50%gain from pretest to posttest. Furthermore, girls with above-medianpretest scores self-scaffolded less by taking fewer risks and posing fewer hypotheses that their peers. Finally, no transfer of responsibility was found within the daily lesson or across the unit. Classroom dialogue did not become morestudent-controlled, but the frequencies of teacher and student responsibility-centered responses remained stable and relativelyequal. This suggests that responsibility was shared instead oftransferred.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(46) Title: A HISTORY OF ELEMENTARY SCHOOL TEACHER PREPARATION AT THE UNIVERSITY OF TEXAS AT AUSTIN, 1891 TO 1991 (TEACHER PREPARATION)
Author: ALDERSON, JOSEPH MICHAEL, II
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 157
Advisor: DAVIS, O. L. JR.; RICH, J. M.

Source: DAI-A 53/12, p. 4283, Jun 1993

Research Problem: Historical development of the elementary teacher education program at the University of Texas at Austin from 1891 to 1991 hastaken many turns. This dissertation portrays the major dimensions ofthat history. Primary sources include university documents and oral history interviews. Secondary sources related to elementary teachereducation in Texas and the United States were used throughout toreinforce the research. The dissertation contains five chapters which cover the major points.

Chapter Two presents the history of the establishment of the School of Pedagogy from 1891 to 1947. Key figures in the developmentof the elementary teacher education program were identified and theestablishment of a baccalaureate degree in 1936 were discussed. Changes in both state requirements for teacher certification and inuniversity courses offered are discussed. This portrayal builds aricher understanding of the obstacles that the elementary educationprogram at The University had to overcome.

Chapter three encompasses the period 1947 to 1965. During theseeighteen years, state and federal legislation impacted the certification and curriculum requirements in elementary teachereducation at The University. The impact of the Gilmer-Aikin Bill of1949 on The University's program was discussed as well as was changes in elementary teacher education certification and programsrequirements. The change in requirements increased the need foradditional Curriculum and Instruction faculty members to teach elementary education. During this period, Austin ISD elementary schools were used as laboratory schools to pilot-test innovations in curriculum and teaching. Chapter four addresses the time period from 1965 to 1991.Contributions of the Research and Development Center for TeacherEducation and some major projects are discussed. The effects of TexasHouse Bill 72 and Senate Bill 994 on The University, including areformed elementary teacher education program are included in thischapter. Reactions and recollections of former and current facultymembers to the changes during this period add realistic insights to these more recent developments. This study illuminates the development of elementary teacher education at the University of Texas at Austin. Further, it adds substantively to an understanding of teacher education both in Texas and the nation.

Form(s) of Curriculum Inquiry employed in this Dissertation: historic

(47) Title: EFFECTS OF LEARNER CONTROL, ADVISEMENT, AND PRIOR KNOWLEDGE ON YOUNG STUDENTS' LEARNING IN A HYPERTEXT ENVIRONMENT
Author: SHIN, EUN-JOO
THE UNIVERSITY OF TEXAS AT AUSTIN PHD pp: 183
Advisor: SCHALLERT, DIANE L.; SAVENYE, WILHELMINA C.
Source: DAI-A 53/09, p. 3183, Mar 1993

Research Problem: The purpose of this study was to investigate the effects of learner control and of advisement in a hypertext learning environment with young students who have different levels of priorknowledge about the content. Learner control is the method thatallows the learner to make decisions about the instruction. With the advent of hypertext, learner control is inevitable, since hyper text creates non-sequential, dynamic, and multiple structure ofinformation. Learner control in hypertext is closely related to thestructure of hypertext.

The structure of hypertext can be divided into two categories:hierarchical structure versus network structure. Network structureallows more learner control than hierarchical structure. In thepresent study, hierarchical structure was represented by the limitedaccess condition and network structure by the free access condition.Although the flexibility of hypertext has the potential to givelearners much freedom in choosing the path of instruction, its main disadvantage is that it may cause disorientation in the hypertextenvironment. In order to minimize this navigational problem, manyauthors (Jonassen, 1988; Morariu, 1988; Shneiderman & Kearsley, 1989;Locatis, Letourneau, & Banvard, 1989) have suggested the

provision of navigational aids. The advisement treatment in the present study wasmeant to provide guidance to students about navigating throughhypertext. From the pretest results, 110 2nd-grade students were dividedinto two groups: high and low prior knowledge about the content,characteristics of food groups. The subjects in each group wererandomly assigned to one of four treatment groups, limited accesswith no-advisement, limited access with advisement, free access withno-advisement, and free access with advisement. Quantitative andqualitative data were collected. The quantitative data consisted ofposttest/delayed posttest scores, preference ratings for instructional method, self ratings of the difficulty of theinstructional method, and time to complete the lesson. Thequalitative data consisted of the paths that the students navigated as they proceeded through the lesson. The major findings were as follows: (a) for low prior knowledgestudents the limited access condition was more effective than the free access condition; high prior knowledge students were able tofunction equally well in both conditions, (b) the free access group preferred to have the advisement, but not the limited access group,(c) the high prior knowledge group completed the lesson more quickly with advisement; the low prior knowledge group without advisement,and (d) in the free access condition, advisement was helpful toprevent disorientation in the network structure hypertext.Implications of these findings were drawn for the design of hypertext-based materials and for future research.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(22) THE UNIVERSITY OF VIRGINIA(UVA)
Public coed university

The University of Virginia, located in Charlottesville (120 miles from Washington, D.C.), was founded by Thomas Jefferson in 1819 as a national university. The university consistently is rated among the best public institutions in the country. In its Selective Guide to Colleges, the New York Times judges this University as the nation's best public university. This university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's and doctoral degrees; it is one of a select group of 58 American and Canadian universities chosen for membership in the prestigious Association of American Universities. Individual graduate programs and specializations are accredited by prestigious Councils, Associations, Organizations or Committees related to each field. The Curry School of Education (founded in 1905) and all of its programs to prepare school personnel are accredited by the National Council for Accreditation of Teacher Education. In 1950, a graduate division was established, offering the degrees of Master of Education and Doctor of education.
The honor system is one of the University's oldest and most venerated traditions. Based on the fundamental assumption that anyone who enrolls at the University subscribes to a code of ethics forbidding lying, cheating and stealing, the Honor system allows students the kind of personal freedom possible only in an environment where respect and trust are presumed. For more than 150 years this system has been run entirely by students.

The Graduate School: Unique Features

1. Enrollment: 11,300 undergraduates and 6, 300 Graduate professional

2. Faculty and Students Groups: faculty: 1,701 full-time (342 women), 127 part-time (57 women); include 151 minority (50 African-Americans, 83 Asian-Americans, 17 Hispanics, one Native American). Students: 5,565 full-time matriculated graduate/ students
(women 2,347), 404 part-time (254 women).

3. Tuition: $ 3,616 per year full time and 1,119 per year (minimum) part-time for state residents. $ 11,520 per year full-time, $ 3,814 per year (minimum) part-time for non-residents. Fees of $ 706 per year full-time, $ 410 per year (minimum) part-time.

4. Programs: The Graduate Schools include School of Law, the Colgate Darden School of Business Administration, the School of Medicine, the Graduate School of Arts & Sciences, the School of Engineering & Applied Science, the Curry School of Education, the School of Architecture, and School of Nursing which provide undergraduate and graduate instruction.

5. Degrees Offered: Master's, Specialists and Doctorates.

6. Requirements for admissions: General criteria for admission to a graduate or professional degree program are: (1) completion of the bachelor's degree or equivalent from an accredited College or university; (2) a Master's degree or its equivalent from an accredited College or University (2) outstanding grades and recommendations from the undergraduate/graduate institution; (3) acceptable scores on required, standardize examinations (such as the TOEFEL-language requirements for non-English speaking applicants-, GRE, GMAT/Business Program, LSAT/Law program, MCAT/Medical school, the Advanced Test for the School Psychology Program/Education, etc.); (4) meet

any additional individual departmental or program area requirements (such as previous professional experience in an area related to the proposed major).

7. Requirements for graduation: To earn a Master's (1) academic program requirements successfully completed, (2) satisfactory performance on a comprehensive examination, a Thesis or a Project , (3) a minimum of 30 credits. To earn a Doctorate in Education (Ed.D) a student must complete, after completion of a Master's degree, a minimum of 24 credits on ground during a 15 month period (residence requirement). The 24 credits cannot include credits for internship, independent study, practice or dissertation. A student must be continuously enrolled at the university while working toward the degree and all the requirements must be completed with four years after passing comprehensive examinations. The student must successfully complete (l) a program of studies established by his/her doctoral committee including course requirements, (2) preliminary examinations, (3) written comprehensive examinations (4) six credits of research course (5) six credits of practicum work or its equivalent, (6) dissertation requirements including (a) defending a dissertation proposal, (b) the planning and carrying out of a research study, (c) passing an oral examination, (6) additional requirements specified by the student's department, program area, doctoral committee (4 faculty members), and/or advisor. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University. Candidates must complete at least three academic years of full time graduate work.. In addition, up to one year or equivalent may be spent in dissertation research elsewhere, while enrolled as a full-time student. The student must successfully complete: (l) a program of study (the student must earn 72 credits-a maximum of 24 credits from the master's program may be counted- (2) preliminary examinations, (3) written comprehensive examinations and oral examination, (4) demonstrate research proficiency by passing the Curry School Research Examination which covers quantitative research methods, qualitative inquiry, statistics, tests and measurement and research design; or by an alternative method developed by each program area, (4) dissertation requirements including (a) defending a dissertation proposal, (b) the planning and carrying out of a research study, (c) passing an oral examination, (6) additional requirements specified by the Graduate School of arts and sciences, student's department in the Curry School of education, doctoral committee (4 faculty members), and/or advisor, (7) the final examination (oral/written or both).

8. Doctoral degrees awarded: four hundred and eight doctorates in 1993.

9. Student services: Low cost health insurance, free legal counseling, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. Graduate Housing: 350 units- rooms or apartments- available to single students; 323 units available to married students.

10. Financial aid: Funds for scholarships, fellowships, and assistantships are usually awarded through the graduate departments and/or the admissions committee. Stipends, awards, tuition and fee waivers are allocated by the Departments.

11. Research facilities: Alderman Library plus 15 additional on campus libraries; total holdings of 3,842,344 volumes; 4,871,904 microforms; 29,91 current periodical subscriptions. A total of 325 personal computers in all libraries. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: IBM 3090/400E; access to CRAY Y-MP/832 at the university of Pittsburgh. Personal computers on campus linked to BITNET @ Virginia, Internet @ Virginia. EDU. Other special research facilities in each graduate program.

Graduate Program in Curriculum Studies: Unique Features

1. Enrollment and faculty: more than one hundred and fifty graduate students, includes 51 full time (37 women); 54 part-time (46 women); 5 minority (all African-Americans), 5 internationals. Average age: 34. Thirty-five faculty (12 women), 3 part-time (all women). Years of experience as Curriculum Professors range between: 7 and 25.

2. Name of the Department: Curriculum, Instruction, and Special Education, Curry School of Education.

3. Department Head or contact faculty member: Dr. Ronald Comfort (22 years of experience. Field: Curriculum Theory).

   Address: University of Virginia, Curry School of Education, 102 Ruffner Hall, Charlottesville, VA 22903, USA. Phone: 804-924-3332.

4. Name of the Program that focuses on Curriculum Studies: Curriculum and Instruction (M.ED..., Ed.D, Ed.S.) Accredited by NCATE.

5. Requirements: Entrance: GRE general test. Degree requirements: for master's foreign language and thesis not required; for doctorate, a dissertation required, foreign language not required. Beyond a common core of course work and the graduate school requirements mentioned before, a student may choose to emphasize Curriculum or Instruction in their program of study. Those in Curriculum will give greater emphasis to design and evaluation of educational programs and to the processes of successful changing of educational programs; those in Instruction will give greater emphasis to coursework and practice on analysis and evaluation of teaching and on the use of instructional technology. Minimum research courses required for a Ph.D: 4, for a D.Ed. 2, for a Master's 1.

6. Doctoral degrees awarded: nineteen doctorates in Curriculum (1993). In 1992, 102 master's, 9 doctorates, 3 Ed.Ss. awarded.

7. Primary Goals of the Graduate Program in Curriculum are: (1) develop curriculum personnel for advanced positions in school systems and other educational and training organizations, and (2) prepare college and university professors of curriculum, instruction and of teacher education.

8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduates (who now serve as leaders of instruction, research and administrative positions in educational settings across the country: school systems, universities, government agencies, and businesses, government agencies, and businesses); research publications (fifteen research and training projects receiving grant support totaling $ 2 million) and curriculum and Instructional characteristics: (a) development of a new instructional delivery system by satellite, (b) involving outstanding classroom teachers as clinical instructors in teacher preparation and graduate programs and (c) utilizing new computer communication linkages among teacher education students, faculty, and selected classroom teachers.

9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of its graduate programs and for the conduct of research on instructional effectiveness, learning environments, and teacher preparation. Main strengths: Research (emphasis on inquiry, national visibility); Students (placement and alumni networks); faculty (productivity, research oriented); Curriculum (each graduate student is expected to play a major role in designing his/her program and to be involved with teams of faculty and other students on research, program design, and/or instructional programs)) and Environment (characteristic of this department is the sense of community which is fostered by faculty and students collaboratively involved in professional growth and in working "to make an important difference".

10. Curriculum research: Dr. Ron Comfort (Ed.D Specialty: Curriculum Theory). This author has been teaching curriculum research for 22 years. This author has done curriculum research reports and publications in each of the following forms of curriculum inquiry: ethnographic-naturalistic, integrative-review-synthesis and deliberative research. He is researching the following problems at present time: "Factors contributing to the decline of SCDE's." He prefers to prepare graduate students as curriculum researchers by recommending them to take a specific 3 research methods courses (quantitative-qualitative research); by putting them in an overview course on different types of research methods; and by asking them to enroll in a research methods course with only students in his own program.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to students mainly in the following areas: research design, research methodology, statistics, survey research, historical, ethnographic/naturalistic, theoretical, and combination of methods. Courses which are offered this year, are the following: EDIS 802 Readings and Research in Education of Exceptional Children; EDIS 885 Current Research on Teaching and Teacher Education, EDIS 945 Research in Math Education (both focused on evaluative-normative, deliberative research), EDIS 965 Readings and Research in Social Studies Education; EDIS 970 Reading Research Seminar; EDIS 955 Readings and Research in Science Education; and EDIS 966 Independent Research (all of them with emphasis in the following forms of Curriculum Inquiry: phenomenological/hermeneutic, ethnographic/naturalistic, scientific, theoretical, evaluative/normative, deliberative, integrative/review/synthesis, and action research); EDIS 920 Reading and Research in Early Childhood Education (focused mainly in integrative/review/synthesis, theoretical and deliberative research); EDIS 925 Readings and Research in Elementary Education (oriented toward theoretical and action research); EDIS 589 Seminar in Research Writing (practical experiences in each form of curriculum inquiry according to the students and faculty's interests)

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take 3 specific research courses with emphasis on quantitative and qualitative research, (2) put students in an overview course on different types of research methods and (3) ask students to enroll in a research methods course with only students in the same Curriculum program.

Forms of Curriculum Inquiry employed in Doctoral dissertations
University of Virginia, January 1993- June 1994.

(1) Title: TEACHERS' ORIENTATIONS TOWARD TEACHING, LEARNING, AND MATHEMATICS: THREE TEACHERS' DECISIONS CONCERNING THE IMPLEMENTATION OF A REVISED ELEMENTARY MATHEMATICS CURRICULUM (TEACHER ORIENTATIONS)
Author: DORGAN, KAREN
UNIVERSITY OF VIRGINIA - EDD pp: 351
Advisor: GAROFALO, JOE
Source: DAI-A 54/12, p. 4342, Jun 1994

Research Problem: This study examined the relationship between teachers' orientations toward teaching, learning, and mathematics and thecurricular and instructional decisions teachers make. The term"orientation" was used to combine Clark and Peterson's (1986)"implicit theories of teaching and learning" with Thompson's (1992)"conception of mathematics" to convey the complex combination ofknowledge, beliefs, attitudes, images, and preferences which serve asa filter through which the teacher views the formal curriculum.

Fifth and sixth grade mathematics teachers in a suburban schooldistrict completed a survey intended to elicit their orientationstoward the teaching and learning of mathematics. Results wereanalyzed using Ernest's (1989) model. Survey results were combinedwith data collected through interviews and observations to identifythree teachers whose orientations aligned with Ernest'sinstrumentalist, Platonist, and problem-solving views. Case studiesbased on data from audio and video recordings, field notes, journals,and instructional documents were developed.

While distinct differences in operational curriculum were noted,similarities among teachers were also observed. In general, whileattempting to enact a revised curriculum which was intended toreflect the NCTM Standards, the teachers maintained fairlytraditional teaching styles. Features of the revised curriculum, suchas a focus on problem solving and the application of technology,appeared as "add-ons" to the teachers' prior instructional programs.The emphasis remained on basic skills and computation. The teacher whose orientation appeared to be one of transitionbetween Ernest's Platonist and problem solving views of mathematicsdemonstrated the difficulty with which such a change takes place.While having relatively strong knowledge of what would be entailed ina Standards-influenced curriculum, her knowledge of how to enact thisin day-to-day instructional activities was weak. The challenges facedby this teacher remind those who would change curriculum of thecomplexities of the revision process. Results of the study suggest the need for more detailed researchon how teachers interpret and modify formal curriculum. In addition,the role which teachers' beliefs, attitudes, and prior knowledge playin this process is complex and in need of further study.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic

(2) Title: SUSTAINABILITY OF EDUCATION PROJECTS IN DEVELOPING COUNTRIES: A LOOK AT THE POTENTIAL SUSTAINABILITY OF INTERACTIVE RADIO INSTRUCTION PROJECTS
Author: SULEIMAN, IBRAHIM
UNIVERSITY OF VIRGINIA - EDD pp: 277
Advisor: BUNCH, JOHN B.
Source: DAI-A 54/07, p. 2422, Jan 1994

Research Problem: International development agencies such as The World Bank are becoming increasingly concerned with the issue of projectsustainability. The growing concern about sustainability in generalis a result of the continued failure of development

projects despitebillions of dollars having been spent on these projects by theexternal agencies. The purpose of this study was to conductinvestigations using interviews to identify the sustainabilityindicators that are necessary conditions to the success of educationprojects in developing countries.

The study involved extensive 2 hour interviews of 5 non-randomdevelopment experts involved in the development of RADECO project inDominican Republic and other IRI programs in developing countries.The instrument known as 'SIG' was used to ask experts questions oneight indicators that can predict the relative success of IRIprograms: (a) effectiveness; (b) utilization; (c)institutionalization; (d) participation; (e) choice of technology;(f) adaptation/replication; (g) evaluation; and (h) empowerment. Eachindicator consists of 3 to 5 questions (indices).

Data collected through SIG was transcribed and analyzed using thecontent analysis technique to measure the degree of individualresponses to each question.

Extensive findings were reported by the statistical analyses.Approximately 80-100% of the respondents responded very strongly onquestions about effectiveness, utilization, institutionalization,choice of technology, and evaluation, while 40-60% responded toquestions on participation, adaptation/replication and empowerment,which indicated how vital these indicators are in the success of IRIprojects in developing countries. The results also established thatsustainability of education projects cannot be achieved without thefollowings: (1) the support of the Ministries of Education; (2) acontinued evaluation of education projects after the implementingagencies have left and how evaluators are selected for theseprojects; (3) a provision for a cost-effective education interventionthat is accessible to the majority of project beneficiaries withoutsacrificing the quality; (4) and (5) a technology that motivates thelocal beneficiaries and appeals to the national governments; (6) theinvolvement of business and community organizations; (7) a continuessupport of other funding agencies; and (8) a strategy for transfer ofmanagement to local beneficiaries.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-scientific

(3) Title: INSTRUCTION, IMAGERY AND INFERENCE: THE EFFECTS OF THREE INSTRUCTIONAL METHODS ON INFERENTIAL COMPREHENSION OF ELEMENTARY CHILDREN (STORYTELLING, VIDEO)
Author: FINNERTY, JOYCE CAROL POWELL
School: UNIVERSITY OF VIRGINIA - EDD pp: 147
Source: DAI-A 54/09, p. 3307, Mar 1994

Research Problem: The purpose of this research was to investigate the effects of three instructional methods of storytelling on inferentialcomprehension: (a) oral storytelling (induced imagery, no suppliedvisuals); (b) reading aloud with illustrations (partially inducedimagery, partially supplied visuals); (c) televised video (supplantedimagery, supplied visuals).

A repeated measures experimental design was implemented with 131second grade subjects during a three week period. Data were analyzedusing a repeated measures ANOVA and a significant main effect wasfound for the dependent variable inferential comprehension whencomparing the three instructional methods. Post hoc pairwise analysesof variance revealed significantly higher inferential comprehensionmean score differences for oral storytelling method as compared totelevised video instruction. Significance for inferentialcomprehension was not found between reading aloud with illustrationsmethod and televised video method. Also, significantly differentinferential comprehension mean scores were not found between the oralstorytelling method and reading aloud with illustrations method. The implications of this study suggest increasing instructionalprocesses which require greater internal imagery. Oral storytellingmay be an instructional method with a much broader role to play in aneducational system designed to

develop and realize the full potentialof the child. Instruction using technology probably should be moreclosely analyzed for capacities to supply visuals and supplantimagery. Monitoring of when supplied visual technology is presentedalso becomes relevant. Reform movement strategies emphasize theintent of schools to develop higher order thinking abilities. Theresults of this research suggest a rather simplistic yet powerfulinstructional method to assist with that initiative.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(4) Title: COOPERATIVE LEARNING AS AN INSTRUCTIONAL STRATEGY WITH GIFTED STUDENTS
Author: MARSTON, WILSON A.
School: UNIVERSITY OF VIRGINIA - EDD pp: 232
Source: DAI-A 54/07, p. 2447, Jan 1994

Research Problem: Instructional methods used with gifted students in cooperative learning sessions have been the target of recentcriticism by educators of the gifted. Some of these educators claimthat gifted students are not having their unique learning needs metthrough cooperative grouping. Educators who favor cooperativelearning methods claim that all students, even the gifted, learnduring cooperative learning interactions. Little research has beenconducted specifically targeting the teaching methods used withgifted students during cooperative learning lessons and how thesestudents perceive their role within the group and the tasks given tothem. This research project has been designed to look at teacherpractices in structuring cooperative learning and students'perceptions of the tasks they are assigned. Component one of this study was designed to survey teacherclassroom practices regarding their use of cooperative learningstrategies. A survey of 52 teachers was analyzed to study thefrequency of teacher instructional practices with gifted students andwith regular students during cooperative learning. The secondcomponent of this study involved using qualitative methods to build acase study of two different groups of students working in cooperativelearning groups at two different school sites. Information gatheredthrough observations and interviews was used to develop a case oneach student group.

Analysis of the cases revealed first that the instructionalpractices teachers were calling cooperative learning were actuallygrouping practices with little student cooperation taking place.Second, teacher practices with their gifted students during thiscooperative learning instruction were not congruent with recommendedpractices with gifted students. The gifted students in these groupsmore often took the role of answer-sharer to the group, more oftenworked on basic skills tasks, and reported knowing most or all of thelesson content prior to the lessons. Cross-component analysis was conducted to compare the CooperativeLearning Classroom Practices Survey with the two case studies.Findings revealed that teachers do little or nothing to differentiateinstruction for their gifted students during cooperative learning.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(5) Title: THE WALTON PLAN: EXPANDING THE PRACTICE TEACHING ENVELOPE (EDUCATIONAL PARTNERSHIPS, TEACHING ASSOCIATES, VIRGINIA)
Author: LEIGHFIELD, KENNETH THOMAS
School: UNIVERSITY OF VIRGINIA - EDD pp: 204
Advisor: MORINE-DERSHIMER, GRETA
Source: DAI-A 54/08, p. 2987, Feb 1994

Research Problem: This study examines an issue central to teacher education: the structure of the practicum. Despite classroom teachers'enthusiasm for the traditionally structured practicum with its dyador triad, researchers report mixed

results. These same researchershave been calling for restructuring of the practicum in hopes ofproviding a more efficacious experience for teaching associates.
The Curry School of Education engaged in a partnership withLeslie H. Walton Middle School and placed teaching associates in theschool as members of the school's teaching teams. The two respondentsin this study were students in the English Education program at theCurry School of Education. The Curry School students joined threeteachers in English, science, and social studies on aninterdisciplinary team. The study was designed to answer one question: "How does theunique structure of this practice teaching experience influence thestudent teachers involved"? The qualitative paradigm was chosen asmost appropriate to answer this question since this is the initialresearch on this structure. Data were collected at regular intervalsand took the form of audio taping of semi-structured interviews,stimulated recall interviews, and team meetings. Lessons werevideotaped, and documents from the teaching associates and theuniversity were examined. Data were analyzed using theconstant-comparative method of content analysis. The data from thestimulated recall interviews were also analyzed using bothcategorical analysis and sequence of thought matrices. The data indicate that the practicum structure was successful forthe teaching associates who were fully involved in the teachingsituation. The teaching associates reported that they suffered littleof the stress usually associated with the practicum since they had apeer support system in the school. They also reported that they werenot subject to many of the aspects which make the traditionalpracticum suspect in the eyes of researchers. Both teachingassociates showed continued growth during the practicum but atdifferent rates. This reflected their personalities, histories, andreactions to their clinical instructors.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(6) Title: PREPARING PRESERVICE TEACHERS FOR MAINSTREAMING (LESSON ADAPTATIONS)
Author: MASSIE, CAROLYN MAYER
School: UNIVERSITY OF VIRGINIA - EDD pp: 184
Advisor: MORINE-DERSHIMER, GRETA; CANADY, ROBERT LYNN
Source: DAI-A 54/08, p. 2987, Feb 1994

Research Problem: The purpose of this study was to examine the effectiveness of adapting instruction during student teaching to change preserviceteachers' perceptions of their ability to modify instruction formainstreamed children within the regular classroom. Forty-six regulareducation elementary and middle school student teachers at theUniversity of Virginia were assigned randomly to either a treatmentor placebo group.
Student teachers in the treatment group were asked to select amainstreamed student in each of their two classroom assignments, meetthe resource teacher to get appropriate instructional modificationsuggestions for that student, discuss those suggestions with theclassroom teacher, write a minimum of two lesson plans withadaptations for that student, teach the lessons, and submit theadapted plans. Pre and posttests were given to both the treatment and placebogroups. Significant change was noted on a one-tailed dependent t-testfor the student teachers' perceived ability to adapt instruction forthose children unable to function within a lesson prepared for thewhole group. A repeated measures MANOVA tested student teachers'perceptions of readiness to adapt instruction for mainstreamedstudents. The treatment group showed significantly more improvementthan did the control group for this variable on the MANOVA. In the experimental group, all classroom teachers and allinvolved resource teachers were asked to answer open-endedquestionnaires. Respondents felt the project should become arequirement during student teaching. Ten interviewed student teachersexpressed apprehension about having children with severe disabilitiesor behavior disorders in their classrooms, and student teacherswanted additional program preparation. Lesson plan

adaptations werenoted and compared with resource teachers' suggestions. Student teachers in the treatment group reported greaterinvolvement with resource teachers in planning than did studentteachers in the control group. However, resource teachers reportedstudent teachers in the treatment group did not use them for planningto the extent student teachers in the treatment group had reported.The interviewed treatment group reported resource teachers'suggestions were helpful and would use resource teachers foradaptation suggestions if they had mainstreamed students in theirclassrooms next year.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(7) Title: USING CASE-BASED INSTRUCTION OF A VIDEOCASE OF A MULTIETHNIC CLASSROOM TO INFLUENCE TEACHER REFLECTION
Author: WHITE, BONITA CRABTREE
School: UNIVERSITY OF VIRGINIA - PHD pp: 108
Source: DAI-A 54/08, p. 2990, Feb 1994

Research Problem: The effect on preservice teachers of case-based instruction using a videocase was investigated. Nine questions wereposed: (a) What do individuals exposed to an event on the videocasereport observing before and after case-based instruction: (b) Fromwhat perspective(s) do they view the event? (c) Does their way ofreporting change? (d) What aspects of an event do they considerproblematic before and after instruction? (e) Does case-basedinstruction improve problem recognition? (f) What problems do theychoose to address before and after instruction? (g) What knowledgeinforms their decision regarding an action appropriate to take in theproblematic situation? (h) Does case-based instruction improvealternative generation? (i) Does case-based instruction improveproblem solving?

The participants were fourth-year teacher education studentsattending two sections of the same class--one containing ElementaryEducation majors (n = 22), the other a mixture of Special Educationand Elementary majors (n = 10). Participants were pretested withopen-ended probe questions after viewing a videotaped teachingepisode. Next, they participated in group discussions of three othervideotaped episodes. Finally, they were posttested using the sameprobe questions and episode as the pretest. Because the two classes differed in a variety of ways on thepretest, separate results were tabulated. The following changesoccurred: The two groups differed on the pretest but became moresimilar on the posttest in terms of the perspectives they took andthe problems they chose to address. Though being statistically notdifferent on the pretest in problem identification and problemsolving, one group made statistically significant gains in thoseareas while the other did not. The groups were similar on the pretestin types of problems identified, but one group shifted emphasis onthis while the other did not. The groups were similar and changedlittle from pre to post in terms of what they reported observing andthe knowledge they viewed as informing a decision about anappropriate action to take in a situation they viewed as problematic.I found case-based instruction to be efficacious for improving someimportant aspects of classroom problem solving.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-scientific (qualitative-quantitative.

(8) Title: THE INFLUENCE OF CONFERENCE MODERATOR STRATEGIES ON THE PARTICIPATION OF TEACHERS IN COLLABORATIVE TELECOMPUTING PROJECTS
Author: ROBIN, BERNARD ROSS
School: UNIVERSITY OF VIRGINIA - PHD pp: 170
Source: DAI-A 54/08, p. 2995, Feb 1994

Research Problem: The purpose of this study was to develop and evaluate

procedures which could be used by conference moderators to encourageeducators and students to participate in collaborative projects overa telecomputing network. Research questions were developed to assessthe amount and quality of participation in on-line discussion groupsin the Electronic Academical Village, an area on Virginia's PublicEducation Network established for instructional use.

Postings to discussion groups within the Math and SciencePavilion were compared for two six-week periods. The first six-weekperiod served as a baseline period during which no treatment wasimplemented. Items posted in the discussion groups during thebaseline period and the treatment period were then compared. Asecond, comparable instructional area on the network, the HistoryPavilion, was employed as a further comparison group.

During the six-week treatment period, the author of this studyserved as an acting curator for the Math and Science Pavilion. Duringthe study, the curator developed and implemented several proceduresdesigned to encourage participation in on-line activities. Fifteenprocedures were initially developed and four additional procedureswere devised during the treatment period. Some procedures were moreeffective than others. The most effective strategies involvedinterpersonal contact with individuals who were encouraged toparticipate in network activities. The creation of a core group ofparticipants was found to be an effective means for increasinginterest and participation in the Math and Science Pavilion. Results from this study further the understanding of the types ofinteractions a curator may employ to facilitate instructional use ofa telecomputing network. A series of recommendations for curators,network developers, and network administrators based on thesefindings is presented.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(9) Title: SCHOOL-BASED MANAGEMENT IN LOCAL VIRGINIA SCHOOL DIVISIONS: THE PERCEPTIONS OF SUPERINTENDENTS, SCHOOL BOARD CHAIRMEN, AND PRINCIPALS (LOCAL SCHOOL DIVISIONS)
Author: BLACKMON, MARGARET VANDEMAN
School: UNIVERSITY OF VIRGINIA - EDD pp: 151
Advisor: BARHAM, FRANK E.
Source: DAI-A 53/08, p. 2613, Feb 1993

Research Problem: Statement of purpose. The purpose of the study was to determine the extent to which school-based management (SBM) existedin Virginia school divisions. (1) Which components of school-basedmanagement, if any, did superintendents perceive actually existed intheir school divisions? (2) Which components of SBM didsuperintendents perceive should exist in their schools? (3) In theschool divisions where superintendents stated that SBM did exist,what were the perceptions of school board chairmen and principalsregarding SBM?

Procedure. The population of the study consisted of the Virginiadivision superintendents and the school board chairmen and twoprincipals in each division where the superintendents indicated SBMwas practiced. The eleven SBM components included in the survey wereplanning, school board policy, training, pilot programs, waivers,school committees, site-based budgeting, staff selection, teacherdevelopment of instructional strategies, annual report, and time toimplement SBM. A four-part questionnaire was mailed to all 136superintendents and to the board chairmen and principals in 32 localdivisions. Responses were received from 105 superintendents, a 77%rate of return. The data were reported through descriptivestatistics, frequency distributions, and chi square analyses.

Findings. Based on the findings from this study, superintendentsindicated that school-based management was practiced in 32 (23.5%) ofthe 136 school divisions. Second, SBM was implemented in a variety ofways, and 105 superintendents acknowledged the practice of some SBMcomponents in their schools, with planning, budgeting,

anddevelopment of instruction by teachers being the most common. Third,waivers, pilot programs, and school board policy were the leastcommon components. Fourth, school-based management was perceived in avery positive manner with half of the Virginia superintendentsresponding that they should be practicing SBM. Fifth, there was ahigh degree of consensus among the superintendents, board chairmen,and principals regarding the practice of SBM in their divisions.Sixth, SBM had been practiced by most divisions for one to threeyears with only six divisions having used it for ten to twenty years.Seventh, the personal and demographic data produced few findings ofany significance. Superintendents who held their positions at leastfour years tended to attempt SBM more than less experiencedadministrators.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-deliberative

(10) Title: TEACHERS' PERCEPTIONS OF THE IMPLEMENTATION OF THE OUTCOMES DRIVEN DEVELOPMENTAL MODEL IN THE ORANGE COUNTY PUBLIC SCHOOLS (CALIFORNIA, STAFF DEVELOPMENT)
Author: CAMPBELL, THOMAS SILAS
School: UNIVERSITY OF VIRGINIA - EDD pp: 177
Source: DAI-A 53/08, p. 2615, Feb 1993

Research Problem: The purpose of the study was twofold. The first purpose was to determine teachers' perceptions of the implementation of thecomponents of the Outcomes Driven Developmental Model in the OrangeCounty Public Schools. The second purpose was to determine whethersignificant differences existed among teachers' perceptions atdifferent schools and levels (elementary, middle, high school).

The population for this study consisted of all teachers in theOrange County Public Schools (N = 280). The teachers responded to anadapted version of the Outcomes Driven Developmental Model DistrictProfile Form. 75.3% of the teachers returned the survey. Data wereanalyzed through descriptive statistics and the chi square test ofassociation. The Alpha level was set at p $<$.05.

Results of the study indicated that a majority of the teachersperceived that thirteen of the components existed and were effectivein the district. Correspondingly, a majority of the teachersperceived that seven components did not exist. A sizable minority ofthe teachers did not know about the status of seven of the componentsin the district. In addition, the results of the study indicated that there weresignificant relationships between teachers' perceptions of theimplementation of the components of the Outcomes Driven DevelopmentalModel and the school in which they taught, the level (elementary,middle, high school) they taught, and the elementary school in whichthey taught.

From the results of the data analysis staff developmentinitiatives were identified. These initiatives at both the buildingand district levels were described generally.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(11) Title: THE EFFECT OF INCREASED TIME ON ACADEMIC ACHIEVEMENT FOR SELECTED PRIMARY GRADE STUDENTS (SCHOOL TIME)
Author: SCHNEIDER, DIANE MARIE VELTRE
School: UNIVERSITY OF VIRGINIA - EDD pp: 180
Advisor: BARHAM, FRANK E.
Source: DAI-A 54/02, p. 395, Aug 1993

Research Problem: Statement of purpose. The study purpose was to determine whether or not there was an increase in achievement after theaddition of time to the school day for Grades 1 and 2, in reading,mathematics, and written composition. The following researchquestions were considered: (1) Was there a significant increase inachievement test scores for students in Grade 1 after the addition of50 minutes to the

school day? (2) Was there a significant increase inachievement test scores for students in Grade 2 after the addition of50 minutes to the school day?
Statement of purpose. Data were analyzed utilizing an analysis ofvariance with preplanned, independent comparisons. Mean scores forthree subtests and total achievement for Grade 1, for one year priorto the time addition, were compared to mean scores for two yearsfollowing the addition of time. Then, an identical analysis wasconducted for Grade 2 mean scores. Essentially, this was a pre-posttype design.
Findings. The analysis of data overwhelmingly indicatedinsignificant statistical differences between the two sets of scoresfor the three subtest areas and total achievement. Significantdifferences resulted for only two Grade 1 subtest areas. For reading,results indicated a significant improvement in achievement. Formathematics, results indicated a significant decline in achievement.
Conclusions. The following conclusions were based on studyfindings and are narrow in focus, limited to the study population.(1) Data analysis results strongly supported the notion that academicachievement is not significantly influenced by the addition of schooltime; (2) Data indicated that achievement remained stable across thechange in school time, in all subtest areas and for totalachievement; (3) Because the time increase had a positive influenceon achievement in only one instance, it cannot be concluded that moreschool time enhanced achievement gains. Conversely, because the timeincrease had a negative influence on achievement in only oneinstance, it cannot be concluded that more school time detracted fromachievement gains.
Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(12) Title: POLICY INITIATIVES IN LOCAL EDUCATION AGENCIES IN VIRGINIA AND THEIR RELATIONSHIP TO THE FEDERAL EDUCATION POLICIES OF THE REAGAN AND BUSH ADMINISTRATIONS (REAGAN ADMINISTRATION, BUSH ADMINISTRATION)
Author: SHREVE, ROBERT GLEN
School: UNIVERSITY OF VIRGINIA - EDD pp: 213
Advisor: FLORA, FRANK E.
Source: DAI-A 54/05, p. 1625, Nov 1993

Research Problem: During the 1980s, federal education policy underwent a significant change in focus and direction. Federal initiativeschanged the relationship and the role of federal, state and localeducation agencies. The Reagan Administration wanted to reducefederal influence and increase the local and state role in policydevelopment. The Bush Administration essentially continued the Reaganpolicies. A clearly defined set of policy preferences promoted by theReagan Administration changed the focus of federal policy from one ofequity, access, and social and welfare concerns to one of excellence,selectivity, competition and devolution. Devolution of the federalrole, it was believed, would free local agencies to pursue their ownagendas and to take over responsibility for the previous federalinitiatives. The actual impact that this policy had on local policydevelopment is unclear.
This study surveyed superintendents in the Commonwealth ofVirginia to identify the range of policy actions considered by localschool boards since 1985. A 78% rate of return was obtained (104 of133). Policy actions were rank ordered to identify those that weremost frequently enacted or discussed. In addition, the studyevaluated the impact of certain demographic characteristics on policydiscussions and compared local policy options to determine the degreeto which local policy discussions reflected preferences promoted bythe Reagan and Bush Administrations.
Seventy-nine policy actions were ranked according to thefrequency of adoption at the local level. The most active policycategories were curriculum, policy related to students, andinstruction. A Spearman Correlation Coefficient indicated only minordifferences in policy adoption based on specific demographiccharacteristics: student enrollment, per

pupil expenditure,percentage of federal funds received, type of district, andgeographic location. Promotion at the federal level had little impacton local policy decisions, which focused on day-to-day operationalissues. Superintendents did not have a clear understanding of federalpolicy preferences. Demographic characteristics also demonstratedonly minor differences in local adoption of federally promotedpolicies.
Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(13) Title: KNOWING-IN-ACTION: A NATURALISTIC INQUIRY INTO FIRST WORLD CRITICAL PEDAGOGY (FIGGINS MARGO A.)
Author: EBELING, MICHAEL JOSEPH
School: UNIVERSITY OF VIRGINIA - PHD pp: 606
Source: DAI-A 54/06, p. 2037, Dec 1993

Research Problem: This study documents a naturalistic inquiry into the critical pedagogy practiced by Dr. Margo A. Figgins in the context ofa language pedagogy course she teaches at the University of Virginia.The dual research questions were: What are Figgins' experiences andperceptions of the critical pedagogy she practices in EDIS 542? And,what are students' experiences and perceptions of this pedagogy?
Drawing on a variety of data sources such as catalogues fromvideo tapes of class sessions, transcripts of student and teacherinterviews, and excerpts from student notebooks as well as theinstructor's post-class reflections log, this study grounds thediscussion of critical educational theory in actual practice.
Through a combination of portrayal and analysis of both studentand teacher perceptions and experiences, this study discerns twosubstantial findings: (1) Figgins melds Freirean liberatory,feminist, and artistic-aesthetic principles into a unique brand ofcritical pedagogical theory and practice, and (2) students'reflections on their experiences of this unique pedagogical theoryand practice represent a four point continuum of response.
Chapter One introduces the study and its origins. Chapter Tworeviews related works on critical educational theory and empiricalstudies of critical pedagogical practice, establishing the need forresearch which documents, analyzes, and critiques practice vis a vistheory. Chapter Three describes the axioms and definingcharacteristics of the naturalistic paradigm and delineates thequalitative interview and transcript analysis procedures used in thestudy.
Chapter Four examines the six conceptual territories of Figgins'critical pedagogical theory. Chapter Five portrays and critiquesstudents' perceptions of Figgins' theory, juxtaposing a variety ofperspectives through a simulated roundtable discussion. Chapter Sixoffers reflections on the more significant findings of this studysuch as the kinship between the philosophy and techniques ofnaturalistic inquiry and critical pedagogy, the conceptually unifiedlexicon which binds Figgins' theory and practice, and Figgins'success in transforming critical educational theory into practicethrough methods such as the use of poetry and language play,improvisation, a private on-line computer conference, and a heuristic"quest."
The study also provides an unusual form of thick descriptionthrough its use of three "interchapters," or conceptual bridges,between chapters.
Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic

(14) Title: EFFECTS OF LUNCHTIME INSTRUCTION ON STUDENT ATTITUDE TOWARD SCIENCE (SCIENCE)
Author: FAHEY, JOHN AUGUSTINE, JR.
School: UNIVERSITY OF VIRGINIA - EDD pp: 88
Advisor: ESPOSITO, JAMES P.

Source: DAI-A 54/05, p. 1652, Nov 1993

Research Problem: Problem. The purpose of this study was to determine the effect of an instructional program on student attitude towardscience. The specific intention of the investigation was to determineif science instruction at lunchtime, a non-traditional time andsetting for instruction, could improve student attitude towardscience.

Procedures. The quasi-experimental study involved 216 fourthgrade students in four elementary schools. Fourth grade students intwo schools served as experimental groups and fourth grade studentsin two schools served as control groups. All students were given anattitude inventory pretest. The experimental school students receivedscience instruction by an instructor who called himself, "Mr.Science," during lunchtime in the cafeteria. The control groups didnot receive the instruction. Science attitude posttests were given toall students to determine if the students experienced a change inattitude toward science.

Test scores were tabulated and compared to determine whetherattitude changed. A one way analysis of variance was used todetermine significant differences in attitude test scores.

Findings. Results of the data analysis revealed the following:(1) There was no significant difference in attitude toward sciencefor the students in experimental group 1 who received the sciencetreatment from the experienced instructor. (2) There was asignificant decline in attitude for the students in experimentalgroup 2 who received the science instruction from the noviceinstructor. (3) The two control groups exhibited no significantchanges in attitude from the pretest to the posttest. Itt was recommended that further studies be conducted, for alonger period of time, and with a better measurement instrument todetermine whether this type of instructional activity has merit.Further research of a qualitative nature may determine the effect oflunchtime instruction on student perceptions regarding this time andsetting. Further investigation is also necessary to determine thereasons for the decline in student attitude toward science.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(15) Title: SECONDARY ENGLISH STUDENTS' RESPONSES TO CLASSICS ILLUSTRATED COMIC BOOKS (SECONDARY STUDENTS)
Author: MARTIN, GEORGE IRA
School: UNIVERSITY OF VIRGINIA - EDD pp: 260
Source: DAI-A 54/07, p. 2447, Jan 1994

Research Problem: This study examined the nature and scope of secondary English students' written aesthetic responses to the newly publishededitions of Classics Illustrated comic books.

One class of 25 sophomores and two classes of 18 students in apublic high school in rural Central Virginia were directed to read ashomework their choice of 4 of 27 different Classics Illustrated comicbooks. Students wrote aesthetic responses while reading, and wroteoverall reactions immediately after completing each comic.

Using a form of protocol analysis (Flower & Hayes, 1981) overfour weeks in early 1992, I collected, codified, and categorized dataaccording to a method prescribed by Lincoln & Guba (1985). Students'responses to the comics were collected at the end of each of the fourweeks. I identified 1819 response units in terms of 48 emergentresponse types, which in turn were consolidated to form sixcategories: (1) Reader's Personal Experiences, (2) Reader's OwnValues or Emotions, (3) Other Analogies or Comparisons, (4) Processof Interaction with the Text, (5) Judgment of Comic as Text orLiterature, and (6) Miscellaneous. While introducing the study to the students, I gave a pre-test ofthe Estes Attitude Scales, after which the classroom teacher suppliedmaterials and collected data for me to analyze. At the end of weekfour, I gave a post-test of the attitude survey, and

during the nexttwo weeks I interviewed selected students to verify findings and seekadditional information. An analysis of the attitude scales scoresrevealed no significant changes in student attitudes toward readingor English.

Data analysis revealed that responses made while reading weregenerally personal in nature, whereas responses written immediatelyafter reading were generally more evaluative. For seniors the largestpercentage of responses while reading fell into Category 1 (32.9%);for sophomores the largest percentage of responses (29.6%) fell intoCategory 5. Questionnaire tallies revealed that 30 students had read theoriginal works upon which the comics had been based, and 126 studentshad not. The reason most often cited for reading a particular comicwas the desire to become familiar with the original work.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(16) Title: CHRISTIAN HOME-SCHOOL STUDENTS' PERCEPTIONS OF THEIR SOCIALIZATION (HOME SCHOOL STUDENTS)
Author: MULLINS, BARBARA ANN BURDO
School: UNIVERSITY OF VIRGINIA - EDD pp: 337
Advisor: MORINE-DERSHIMER, GRETA
Source: DAI-A 53/08, p. 2667, Feb 1993

Research Problem: The purpose of this study was to analyze Christian middle-school-aged home-school students' perceptions of theirsocialization. The researcher interviewed a total of tenmiddle-school-aged children. All student respondents were from rurallocalities, encompassing five Virginia counties.

The majority of the previous research on socialization within thehome-school population was (a) focused on personality; (b)concentrating on self-esteem; and (c) designed to determine whatpractices home-school educators were using to meet the students'socialization needs. By contrast, this study was (a) focused onmiddle-school-aged students; (b) based on information obtaineddirectly from the students themselves; and (c) designed to assess thestudents' perceptions of socialization in the home school.

In this study, socialization was defined by seven areas: (1)personal identity; (2) personal destiny; (3) values and moraldevelopment; (4) autonomy; (5) relationships; (6) sexuality; and (7)social skills. These seven areas were identified by Johnson (1991)following an analysis of the developmental literature as well as theguidelines for socialization determined by the Virginia Department ofEducation for Virginia middle schools. These seven areas were used toform a structured interview for data collection. A content analysisof the student interviews was completed using the same seven areas ofsocialization as the framework.Given the nature of qualitative studies, the findings andconcluding statements were limited to the study population. Based onthe literature regarding home schooling and analyzing the findingsgrounded in the data of this particular study, four major reflectionshave emerged and are as follows: (a) the majority of the studentsviewed socialization in the home school in a positive manner; (b)student perceptions were closely related to their degree ofparticipation in the decision to be home schooled; (c) the literatureregarding home schooling, while minimal, appears to be in accord withthe majority of the students' perceptions, yet it lacks any directreference to student participation in the decision to home school;and (d) much of the responsibility for the success of the home schoolwith regard to socialization rests upon the home-schooling parent.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological

(17) Title: EARLY CHILDHOOD PROGRAMS AS A FACTOR IN THE DEVELOPMENT OF ACHIEVEMENT BEHAVIOR IN AT-RISK STUDENTS (AT RISK)
Author: PARRY, EMILY RICK

School: UNIVERSITY OF VIRGINIA - EDD pp: 267
Advisor: CANADY, ROBERT LYNN
Source: DAI-A 53/08, p. 2677, Feb 1993

Research Problem: The primary purpose of this study was to examine the effects of early childhood programs for at-risk children on thedevelopment of achievement behavior. Specifically, the purpose of thestudy was to determine if students who participated in a publicschool program for at-risk four-year-olds showed significantlygreater achievement behavior at the end of kindergarten, first, andsecond grades than those at-risk four-year-olds who did not receivepreschool services.
Achievement behavior was measured in the following main areas:TASK MASTERY, RECOGNITION, INTERPERSONAL RELATIONSHIPS andCREATIVITY. The major question was: Are there significant differencesin the achievement behavior characteristics between at-risk preschoolparticipants and nonparticipants in these areas? The 102 participants and 102 nonparticipants who took part inthis study attended the public schools in King George County. Thisschool system had been selected by the Virginia Department ofEducation to be one of eight preschool pilot sites. Preschoolparticipation or nonparticipation was not a factor in assigning thesestudents to classrooms/teachers at subsequent grade levels. The data used were taken from students' records, teachers' recordbooks, and administrative files. The two independent variables weregroups (participants/nonparticipants) and classes (grade level). Thethirteen dependent variables were achievement test scores, retention,remediation, attendance, academic grades, citizenship awards,citizenship marks, disciplinary referrals, conduct marks, art/musicprojects, language arts booklet projects, plays, and scienceprojects. Differences which resulted from comparisons were tested atthe.05 level of significance with the two-way analysis of varianceand the binomial test on the difference between two proportions. It was very apparent from the evidence collected that at-riskpreschool participants exhibited significantly greater achievementbehavior characteristics than did at-risk preschool nonparticipants.On eleven of the thirteen comparisons the results were highlysignificant at the.01 level. Thus it was demonstrated that a qualitypreschool program for at-risk students can and did make a difference.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(18) Title: EDUCATING TOWARD A NEW CULTURAL MYTHOLOGY. AN ANALYSIS OF THREE SCIENTIFIC METAPHORS: THE UNIVERSE-AS-A-LIVING-ORGANISM, THE UNIVERSE-AS-QUANTUM-PHENOMENA, THE UNIVERSE-AS-A- HOLOGRAM (REALITY, EDUCATIONAL THEORY)
Author: CROWELL, SAMUEL M., JR.
School: UNIVERSITY OF VIRGINIA - EDD pp: 186
Source: DAI-A 53/08, p. 2730, Feb 1993

Research Problem: This dissertation provides an analysis of three metaphors that emerge from current scientific understandings of the nature ofreality: the universe-as-a-living organism, theuniverse-as-quantum-phenomena, and the universe-as-a-hologram. Whilethese metaphors have been incorporated into scientific methodologiesand research for many years, they have only recently receivedattention for their philosophical and cognitive content. Thesemetaphors represent new images for a cultural mythology and for a newintellectual paradigm. They challenge the assumptions of a previousbelief system that dominates our thinking and practice; a system thatcan no longer address the problems of our age; a system that distortswhat we know about the nature of the universe. These metaphorsprovide a conceptual foundation toward a new mythology for education.
This study also develops several important assumptions. First, itdescribes a culture in the midst of a transition; a culture in searchfor new symbols, images and visions of what might

yet be. Second, itdemonstrates that twentieth century science has moved beyond theconceptual constructs of classical Newtonian thinking and that newmetaphors emerging from this science provide a very different"picture" of the nature of reality. Third, it proposes that throughan exploration of these metaphors and that by engaging inmetaphorical thinking, it is possible to begin a dialogue of thecreative possibilities and images available to us. And fourth, itsuggests that education can both benefit from, as well as contributeto, this important dialogue.

Finally, this study considers the educational implications ofthese metaphors in the context of a general cultural mythology. Itconcludes that education as the "myth-giver" in our society, mustturn its attention to the construction of meaning in the world. Itcalls for a new way of thinking about what education is in relationto a new conception of reality and the possibilities for a moreintegrated human experience.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(19) Title: MARYLAND'S HIGH SCHOOL GRADUATION MANDATE: THE EDUCATIONAL PRACTICALITY AND EQUITY FOR IN-SCHOOL AT RISK STUDENTS (GRADUATION REQUIREMENTS, MANDATES, AT RISK)
Author: CAHILL, SHANNON BETH
School: UNIVERSITY OF VIRGINIA - PHD pp: 203
Source: DAI-A 54/02, p. 477, Aug 1993

Research Problem: In the fall of 1985, the Maryland State Department of Education implemented a high school graduation requirement mandate.The new requirements, effective with the class of 1989, included: anadditional credit in mathematics, fine arts, and practical arts;three new minimum competency tests (math, writing, and citizenship);and the option to earn an advanced diploma. The implied logic behindit was to boost achievement through stricter requirements.

The purpose of this study was two-fold. The first objective wasto examine the mandate from the viewpoint of the academicpracticality and equity for in-school at risk students. The secondobjective was to look at variation across schools in response to themandate. The study was designed to answer four major research questionswhich attempted to determine if the mandate enhanced achievement forstudents at risk and if the implementation process played a role. Thedesigned used was a pretest/posttest with two groups: at riskstudents from the classes of 1986 and 1989. A qualitative analysis ofschool interviews was used to address the question of local response.

Overall, there were few significant differences on academicvariables between the groups. Although in some academic areas theclass of 1989 took more courses, both groups were earningbelow-average grades. There was some degree of variation in responseto the policy across schools. However, this had little impact on 1989at risk student academic outcomes--students at all schools were stillachieving at below-average levels in the academic subjects. It was recommended that if quality educational programs andequity of educational opportunity are to exist, certain challengesmust be met in the delivery of educational policy. Recommendations atthe state level included greater consideration for individualschools, allowance for greater flexibility and innovation at thelocal level, and the use of alternative policy instruments.Recommendations at the local level included expanding the use ofevaluations, greater individualization of curriculum and instruction,and maintaining comprehensive sources of information. The end goal ofthis challenge is to create not only a policy of high quality, butalso a more practical and equitable educational experience for allstudents.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(20)Title: A STUDY OF THE DEGREE TO WHICH GOVERNMENT TEACHERS IN VIRGINIA IMPLEMENT TEACHING PRACTICES REFLECTIVE OF THE SOCIAL STUDIES STANDARDS OF LEARNING (STANDARDS OF LEARNING)

Author: CROCKETT, MARK JEFFREY
School: UNIVERSITY OF VIRGINIA - EDD pp: 147
Advisor: MOORE, JERRY R.
Source: DAI-A 54/02, p. 478, Aug 1993

Research Problem: The major purpose of this study was to clarify the classroom teaching practices utilized by twelfth-grade governmentteachers in Virginia. The government curriculum deals most directlywith citizenship education, and citizenship education is deemedcrucial to the well-being of a democratic society. A study to shedlight on the educational significance of the state curriculum wasconsidered important.

This study had two overarching functions. First, the study wasdesigned to provide an overview of the teaching practices classroomteachers report as standard pedagogy, and to determine the degree towhich teachers implement instructional practices that reflect theStandards of Learning.

The second purpose was to determine the personal and situationalvariables that influence the degree to which instructional practicesreflective of the Standards are implemented. Variables included inthe study were instructional use of the textbook, academic leveltaught, teacher familiarity with the Standards of Learning, andperceived importance by teachers of the Standards of Learningobjectives for government.

The sample population for the study was the set of governmentteachers in the state of Virginia. Of the 201 teachers surveyed,there were 137 respondents for a return rate of sixty-eight percent(68%). Most government teachers reported that they thought the textbookwas important to instruction, that the Virginia Standards of Learningwere important, and that they were familiar with the Standards.Further, government teachers reported that they frequently or alwaysimplemented teaching practices reflective of the Standards. The teaching practices most preferred by government teachers werecontent-oriented. Teaching practices least preferred wereparticipatory experiences, suggesting that citizenship education inthe government curriculum was focused on academic knowledge. Resultsof this study indicated that variations in mean scores of teachingpractices reflective of the state curriculum were best explained bythe perceived importance and familiarity of the Standards byteachers, and by the academic level of government taught. The Virginia Standards of Learning objectives for government areconsistent with a Citizenship Transmission (inculcation) model ofcitizenship education. In a world that is changing rapidly, perhapsmore emphasis should be given to active and involved inquiry.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical-evaluative

(21) Title: TEACHER THINKING AND TEACHER EFFECTIVENESS DURING SECOND-GRADE READING INSTRUCTION IN INNER CITY SCHOOLS IN GUATEMALA CITY: AN EXPLORATORY STUDY

Author: ARTILES GUILLEN, ALFREDO JAVIER
School: UNIVERSITY OF VIRGINIA - PHD pp: 263
Source: DAI-A 54/05, p. 1754, Nov 1993

Research Problem: Schools in developing countries are commonly studied using a production-function formula in which specific factors areidentified and manipulated to increase pupils' academic achievement.To a great extent, contextual and process variables have beenoverlooked. I have attempted to address this particular criticism byexploring neglected areas of inquiry that have great relevance forboth, the study of instruction and the study of teacher cognitions indeveloping and developed countries. I framed the inquiry within theteacher effectiveness research tradition. That is, I looked at thebeliefs, attributions, and interactive decisions of more and lessexperienced teachers (n

- 6) during second-grade reading instructionin inner city schools in Guatemala City. I also measured specificinstructional variables (e.g., activity formats, classroomorganization and management, classroom climate, teachers' interactivebehaviors, and pupils' on-task behaviors).

I report the similarities and differences found in the two groupsof teachers under the cognitive and instructional domains of thestudy. Experienced and inexperienced teachers offered similarattributional factors to explain pupils' success/failure, although Ipoint out several differences in this area. Furthermore, the twogroups of teachers differed in the consequences of attributions theyreported. Teachers also held comparable beliefs about readinginstruction and about the process of learning to read. I highlight,however, specific differences in particular areas of the beliefsdomain. Teachers also seemed to differ in the types of interactivedecisions they made during instruction, although patterns ofclassroom instruction and impact on pupils were analogous. That is,although I detected several differences in the cognitive domainbetween the two groups of teachers, I did not find marked differencesin the way these teachers taught or in the impact they had on theirpupils. I discuss this apparent contradiction and the overall resultsfrom methodological and sociopolitical perspectives. I conclude byindicating the limitations of the study and providing recommendationsfor future research efforts.

Form(s) of Curriculum Inquiry employed in this Dissertation: deliberative

(22) Title: METAPHOR IN SPECIAL EDUCATORS' PROFESSIONAL LANGUAGE OF PRACTICE (TEACHER THINKING)
Author: MOSTERT, MARK PAUL
School: UNIVERSITY OF VIRGINIA - PHD pp: 329
Source: DAI-A 53/08, p. 2767, Feb 1993

Research Problem: The purpose of this study was to describe how special educators explain their practical knowledge of teaching throughmetaphorical language by asking two research questions: (1) How doexperienced special education teachers use metaphors to describetheir practical knowledge of teaching? (2) How do the experiencedspecial education teachers' metaphorical representations of practicalknowledge of teaching compare to similar representations amongregular teachers?

Using naturalistic inquiry (Lincoln & Guba, 1985) legitimized byecological validity (Bronfenbrenner, 1976), I collected data in 2stimulated recall interviews across 5 experienced special educationteachers. Using the constant comparison method, I documented theirassumptions about teaching through their metaphorical descriptions ofpractical knowledge using within-case analysis. I then provided ahigher order conceptualization of their practical knowledge throughcross-case analysis. The study produced several outcomes, including (a) thedocumentation of special educators' metaphorical descriptions ofpractical knowledge, thereby providing empirical evidence of apreviously unresearched area of teacher thinking, (b) support forhigher-order conceptualizations of special educators' frames forteaching, (c) refinement of Munby's (1987) categories of regulareducators' metaphorical representations of practical knowledge, and(d) a comparison of special educators' metaphorical patterns to thoseof regular educators.

Some new findings emerged from the analysis, including (a) theabsence of several metaphorical categories mentioned by regulareducators, (b) physical movement metaphors, (c) metaphorical languagedescribing the interactive teacher-student relationship, (d) a newontological category of metaphor, (e) sets of assumptions aboutspecial education teaching underlying metaphorical descriptions ofpractical knowledge, and (f) the appearance of differential teachingemphases among the 5 special educators. I then compared the findings of my study to the relevant researchliterature in regular education. I found that there were severalclear similarities between the teaching

assumptions of regular andspecial educators, as well as several notable differences in theirdescriptions of practical knowledge. I discussed the implications ofthese findings for special education teacher preparation and reformfor improved classroom practice.

(23) Title: COOPERATIVE LEARNING ENVIRONMENTS: EFFECT ON ACADEMIC ATTITUDES OF SCHOOL-IDENTIFIED GIFTED STUDENTS (LEARNING ENVIRONMENTS)
Author: RAMSAY, SHULA GARY
School: UNIVERSITY OF VIRGINIA - PHD pp: 154
Source: DAI-A 54/06, p. 2117, Dec 1993

Research Problem: Instructional strategies known as "cooperative learning" models, are based on the notion that children flourish, bothcognitively and affectively, working in small groups. These popularmodels are of particular interest to educators of gifted studentsbecause, at least in some practices, they are considered to be atodds with curriculum and instruction considered appropriate forgifted students. Three areas, in particular, are of concern:assigning students to heterogeneous teams of widely varyingintellectual abilities and academic interests; students spending themajority of their instructional time practicing basic skills studentsalready know well; and gifted students serving as surrogate teacherin cooperative learning groups. For these reasons, it is important toassess the attitudes of students to determine if, in fact,cooperative learning is detrimental to student attitudes toward thesubjects they study and/or the instructional model used.

Several hundred sixth through eighth graders from three types ofinstructional settings participated in this study: (a) classroomscontaining some gifted students in which a cooperative learning modelis used predominantly; (b) classrooms containing someschool-identified gifted students in which cooperative learning isused along with other instructional models; and (c) classroomscontaining some school-identified gifted students in which nocooperative learning is used. Two hypotheses were tested. The first:School-identified academically gifted students in each of the threeinstructional settings will differ according to method in theattitudes they exhibit toward the subject(s) they study. And second,non-gifted students in cooperative learning classrooms will exhibitmore positive attitudes toward cooperative learning than moreacademically able peers in these same settings.

The findings did not support the hypotheses. Cooperative learningdoes not appear to differentially affect the attitudes of brightchildren. Academic attitudes, especially toward English and reading,are highest in those classes where cooperative learning was used asone of many instructional strategies. Attitudes in English andreading are less positive in classes that use cooperative learningexclusively than in classrooms where cooperative learning was used asone of several instructional techniques. Effect sizes were modest,and variations in attitude are far more sensitive to individualdifferences among teachers than to type of instructional model.

Form(s) of Curriculum Inquiry employed in this Dissertation: scientific

(24) Title: BRIDGING THE GAP: TOWARD A COMPREHENSIVE UNDERGRADUATE WRITING PROGRAM MODEL (WRITING PROGRAM MODEL)
Author: MAY, ADRIENNE C.
School: UNIVERSITY OF VIRGINIA - EDD pp: 165
Advisor: STRZEPEK, JOSEPH
Source: DAI-A 53/12, p. 4189, Jun 1993

Research Problem: In the past twenty years, a renaissance of scholarship in

composition has fostered a wealth of research findings, theoreticalunderpinnings, and diverse practices in undergraduate compositionstudies. Yet, no consensus on what undergraduate writing should behas emerged.

Contemporary research and practice focus on either novicefreshman writers or on students writing in upper-division courses.Virtually no research or programmatic attention has been given toidentifying possible transitional writing experiences that mightbridge the gap for students between freshman composition and WritingAcross the Curriculum/Writing Intensive programs. The omission ofthis transitional phase from current writing program models isproblematic--theoretically, because it renders current program modelsincomplete, and practically, because it engenders writing programsthat fail to complement and/or enhance optimally generalundergraduate intellectual development.

In this dissertation, I pursued two related purposes. First,modifying Lauer's and Asher's (1988) rhetorical inquiry approach byintegrating Warnock's (1984) definition of a model, I develop a setof seven criteria for a comprehensive undergraduate writing programmodel. These seven criteria are established by examining therelationships among research findings in three areas: (1)undergraduate composing processes, (2) undergraduate writing andlearning, and (3) undergraduate intellectual development.

My second purpose in this dissertation is to develop one possiblecourse sequence compatible with my proposed writing program model. Inthis three-cycle sequence, Cycle One includes two courses designedfor freshman writers and Cycle Three includes numerous writingintensive courses within the student's chosen academic major. Thetransitional Cycle Two includes two courses and introduces a commonwriting sequence--a sequence of writing occasions grounded in fivegeneric discourse forms (field notes, stipulative definition,proposal, causal argument and metaphorical/analogic argument)designed to act as intellectual bridges for the undergraduatewriter/learner.

I conclude this dissertation by offering recommendations for bothfuture research and institutional practices drawn from my proposedprogram model and course sequence.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-philosophical

(25) Title: AN EXAMINATION OF RESPONSE TO LITERATURE AND MYERS-BRIGGS PERSONALITY PREFERENCES IN HIGH-ABILITY SECONDARY SCHOOL STUDENTS

Author: PRICE, PATRICIA MARIE

School: UNIVERSITY OF VIRGINIA - EDD pp: 247

Advisor: STRZEPEK, JOSEPH

Source: DAI-A 54/05, p. 1660, Nov 1993

Research Problem: The purpose of this study was to provide a quantitative and qualitative description of the relationships between thecategorized written responses to a short story made by a group ofsecondary school students with high ability in reading and writingand (1) selected dimensions of the Myers-Briggs Type Indicator; (2)the gender of the students; and, (3) the differing literary qualityof two short stories. Three of Squires's response categories werevariables in the study (Literary Judgment, Interpretation, andSelf-Reference (a combination of his Associational andSelf-Involvement categories)) as well as the total number of studentstatements. Two dichotomous MBTI preferences were examined--Thinkingand Feeling; all selected subjects for the study shared a preferencefor Intuition.

The researcher performed her field research with participants ofthe UVA Writers Workshop during July 8-27, 1990. Four case studieswere also conducted at the same time. Forty-eight students took theMBTI, and the researcher determined their personality typepreferences. Thirty-six of these read one of two short stories withdiffering literary quality and wrote free responses to it. Thewritten responses of sixteen students were selected as subjects forthe quantitative analysis of data. Interviews were held with the

casestudy subjects regarding their personality types and their readingand writing habits and interests; samples of their writing during theWriters Workshop plus other materials were collected. The statistical model used to test the research hypotheses foreach of the four written response categories was a three-way ANOVA;seven hypotheses were posed for each of the four response variables.Only one null hypothesis was rejected at the p =.09 level:

H$\sb{\rm o}$: There is no interaction between the differingliterary quality of two short stories and students' NT and NFpreferences with respect to the average percentage of literaryjudgment responses. The statistically significant data revealed that studentrespondents who had a preference for Thinking had a significantlyhigher percentage of literary judgment responses for the story judgedto have lesser literary quality and a significantly lower percentageof literary judgment responses for the story determined to have ahigher literary quality. The data also show that Thinking students,when given an opportunity to make free responses to a story withlesser literary quality, follow their type preferences and make moreliterary judgments about the craftsmanship of the story; furthermore,they base their judgments on logical, objective, and impersonalcriteria. Other data from the study, although statisticallynonsignificant, shows a trend for Feeling students making moreself-reference responses than Thinking students.

Form(s) of Curriculum Inquiry employed in this Dissertation: theoretical-philosophical

(26) Title: AN ANALYSIS OF SOURCES OF VARIATION IN TEACHER BEHAVIORS USING GENERALIZABILITY THEORY

Author: CHOI, SUNGSOOK KIM

School: UNIVERSITY OF VIRGINIA - PHD pp: 166

Source: DAI-A 53/09, p. 3091, Mar 1993

Research Problem: The purpose of this study was to investigate the sources of variation in the ratings of the teacher's behaviors within aclassroom observation system. Using a generalizability approach, wecompared the estimated variance components of error variance due toobservers, occasions, and their interactions and examined theinfluence of each error variance on the teacher variance, inimproving the generalizability of the score. Also, by examining thevariance component related to the interaction between the rating ofteacher's behaviors and the characteristics of observers, wedetermined whether different types of observer characteristicscontribute to variation of the ratings of teacher behaviors.

The findings of this study were as follows: (1) Measures of threeof the five teacher domains were found to be generalizable, and theywere "Academic learning time", "Teacher sensitivity", and "Closesupervision". The domain of "Teacher sensitivity" seemed to be morereliably measured than the other domains. (2) A relatively largevariance component due to occasions was found. The variance componentdue to raters was negligible. The variance component of the occasionwithin teacher $(\sigma\sb{\rm o{:}t}\sp2)$ was significantly largerthan that of the teacher-rater interaction $(\sigma\sb{\rm tr}\sp2)$for the domains, "Academic learning time", "Clarity of structure" and"Teacher sensitivity" at.05 level of significance. (3) Increasing thenumber of occasions and observers can improve the generalizability ofthe three generalizable scores, "Academic learning time", "Teachersensitivity", and "Close supervision". The variation due to theoccasions was large relative to the variation due to the raters,therefore, increasing the number of occasions produced a highergeneralizability coefficient rather than increasing the number ofraters. (4) The magnitude of the variance component of teacher-groupinteraction was negligible for all characteristics of raters tested.In other words the ratings of teacher's behaviors were not influencedby the characteristics of observers such as level of experience ineducation, amount of teaching experience, observing experience, andlevel of written test performance. (5) The magnitude of the variancecomponent of teacher-group interaction for each characteristic wasnot significant. A large proportion of the variance was due to theunexplained sources of variation.

Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific.

(23) THE UNIVERSITY OF WASHINGTON
Public coed university

Founded in 1861, the University of Washington is the oldest state-assisted institution of higher education on the Pacific coast. From its original site on a ten-acre tract of wooded wilderness that is now located in down town Seattle, the campus has grown to comprise 680 acres of trees landscape and buildings. Located between the shores of Lake Washington and Lake Union it is in a residential section of the city that long has been considered one of the most attractive in the nation.

The University of Washington is the major research university in the Pacific Northwest, a region encompassing one-third the landmass of the United States. Its location has led for the development of research programs dealing with regional concerns and has stimulated the growth of disciplines whose interests lie well beyond the nation's borders. The University is accredited by the Northwest Association of Schools and Colleges and is a member of the Association of American Universities. Individual schools are members of the various accredited associations in their respective fields.

The University of Washington enjoys an international reputation for excellence in research; it is one of a handful of research universities with noteworthy programs across the whole spectrum of intellectual disciplines in the sciences, arts, and humanities. For many years, the University has been among the leading institutions in the country in federal money received for Research Achievements of its faculty have been recognized in the form of numerous professional awards.

The Graduate School: Unique Features

1. Enrollment: 34,598 graduate, professional, and undergraduate students; 7,344 Ft matriculated graduate/professional students (3,352 women), 1,712 part-time matriculated graduate/professional students (922 women).

2. Graduate Matriculated Students and Faculty: Students 6,143 full-time (2,836 women); 1,678 part-time (883 women), includes 786 minority (134 African-Americans, 437 Asian-Americans, 155 Hispanics, 60 Native Americans), 1,142 internationals. Average age: 32 years. Graduate Faculty: 2,471 faculty members. Graduate Students: 6,143 full-time matriculated graduate/professional students (2,836 women), 1,678 part-time (883 women); includes 786 minority (134 African-Americans, 437 Asian-Americans, 155 Hispanics, 60 Native Americans), 1,142 internationals. Average age: 32 years. Graduate faculty: 2,471.

3. Tuition: $3,978 per year full-time, $ 381 per quarter (minimum) part-time for state residents, $ 9,963 per year full-time; $ 951 per quarter (minimum) part-time for non-residents.

4. Programs: The Graduate School includes the Colleges of Architecture and Urban Planning, Arts and Sciences, Education, Engineering, Forest Resources, Ocean and Fishery Sciences, the Schools of International Studies, Communications, Library and Information Science, Public Affairs, Business Administration, Nursing, Public Health and Community Medicine, Social Work, among others.

5. Degrees Offered: Master's, and Doctorates (Ph.D and Doctor of Education)

6. Requirements for admissions: Minimum requirements are: (1) official transcripts from all previously attended universities or colleges; minimum a bachelor's degree from an students into their research methods while they are engaged in a specific kind of research (i.e., qualitative-grounded theory inquiry).

approved institution, (2) An undergraduate grade-point average of at least 3.0 or "B" (4.0 scale) and 3 recommendations from the undergraduate/graduate institution; (3) acceptable scores on required, standardize examinations such as the GRE, GMAT and the TOEFEL or the Michigan Test (language requirements for non-English speaking applicants), (4) personal interviews, (5) written and oral recommendations (6) the applicant's degree objectives and any other additional individual departmental or program area requirements.
Contact: Dr. Allen Glenn, Dean, College of Education or Dr. Richard Neel, Associate Dean.
Graduate Admissions
AD 10
The University of Washington
Seattle, Washington 98195
Phone 206-543-5900/ 206-543-5390/206-7833. FAX 206-543-8439

7. Requirements for graduation: Master's (1) completion of a coherent and focused program of advanced study, (2) a minimum of 36 credits (2) residence: a minimum of one year (three full-time quarters), (3) additional 9 credits of Thesis or a Project/master paper (optional), (4) pass a final master's examination either written or oral; (5) time limit: all work for the master's degree must be completed within six years; (6) a minimum accumulative GPA of 3.00 is required.
The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University. Minimum requirements: (1) residence requirement of three years or candidates must offer the equivalent of a minimum of nine full-time quarters of residence; (2) successfully complete a program of study and research as planned by the graduate coordinator, (3) approval of the General Examination for Admission(-at the end of two years of graduate study-), (4) foreign languages: each department is responsible for setting its own foreign language requirements, (5) preparation of and acceptance by the Dean of the Graduate School of a dissertation that is a significant contribution to knowledge and clearly indicates training in research, (6) the final oral examinations, which is usually devoted to the defense of the dissertation and the field of concern, (7) Time limit: ten years, (8) registration maintained as a full or part-time graduate student for the quarter in which the degree is conferred. A minimum cumulative GPA of 3.00 is required.

8. Doctoral degrees awarded: 328 doctorates in 1993

9. Student services: Low cost health insurance, free legal counseling, career counseling, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students, health center, disabled students services, child care assistance program, low-cost psychological counseling. Graduate Housing: 4,300 units- rooms or apartments- available to single students at an average cost of 3,005 per year 4,086 including board); 566 units available to married students at an average cost of 3,807 per year.

10. Financial aid: Fellowships, traineeships, and scholarships; research assistantships, teaching assistantships, full and partial tuition waivers, federal-work study, institutionally sponsored loans and career-related internships or fieldwork available, graduate student service appointments (teaching assistant, predoctoral teaching associate I and II, predoctoral instructor, predoctoral lecturer).

11. Research facilities: Suzallo Library plus 20 additional on campus libraries; total holdings of 5,163,029 volumes; 5,730,164 microforms, 53,300 current periodical subscriptions. A total of 400 personal computers in all libraries. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: IBM 3090 S, IBM RS6000/580 cluster, Apple Macintosh, IBM PC, Digital DEC station, Next Workstation, Sun Workstation. Personal computers on campus linked to BITNET, Internet.

Graduate Program in Curriculum Studies: unique Academic-Administrative

1. Enrollment: Students enrolled during academic year 1993-94: 496 matriculated students in education (344 women); includes: 62 minority. Faculty: 62 full-time (19 women).

2. Name of the Unit: College of Education, Program in Curriculum and Instruction

3. Department Head or contact faculty member: Dr. Nathalie Gehrke (13 years as Department Chair and her specialty is Integrative Curriculum).
Head, Curriculum and Instruction
The University of Washington
Seattle, Washington 98195

4. Name of the Program that focuses on Curriculum Studies: Curriculum and Instruction (M.Ed, Ed.D, Ph.D). Accredited by NCATE.

5. Department Requirements: Entrance: GRE general test (minimum combined score of 1000 required for master's and 1200 required for doctorate), minimum GPA of 3.0. Degree requirements: the graduate student's initial work at the University is guided by the graduate program coordinator in his or her field. The coordinator must be a senior tenured member of the Graduate Faculty and is the official representative of the academic unit that offers the graduate degree program. for master's, thesis optional, foreign language not required; for doctorate, dissertation required, foreign language not required.

6. Doctoral degrees awarded: 16 doctorates in Curriculum and instruction (1993-94).

7. Primary Goals of the Graduate Program in Curriculum are: The mission of the College of Education is reflected in the following goals: (l) to conduct systematic study and research on problems concerns and policies of education (2) to conduct programs that will attract and prepare those who will provide leadership for the schools, (3) to experiment, innovate and develop models for improved training of school personnel, (4) to generate new ideas for the improvement of education , (5) to become intimately involved in cooperative and coordinated research and service activities with the educational enterprise, and (6) to develop systematic procedures for ensuring adequate attention to education for minority groups. The Graduate School purposes to support the overall goals of graduate education through funding in the following areas: initiation or completion of faculty research projects, (2) colloquium (3) graduate student travel (4) graduate student recruitment and (5) book publications. The Department of Education Curriculum and Instruction (C&I) offers graduate studies leading to the M.Ed., Ed.D., and the Ph.D. to prepare professionals with superior qualities of mind and whose primary intellectual interest is to deal directly with research or with problems of educational practice.

8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduates, national leader in funded curriculum research, visibility of the program, curriculum research publications, and participation of faculty and students in professional groups. The climate of research excellence offers students the opportunity of learning from, and participating in, research with the leading scholars in virtually every field. Perhaps as important is the opportunity for collaborative

ventures with outstanding researchers from related fields. The University's reputation also brings to campus many of the world's outstanding scholars to deliver seminars and lectures and to work with faculty members and students.

9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of its graduate programs and for the conduct of research on curriculum and instruction. Unique strengths: (1) faculty (research oriented, productivity, stable and dedicated, diverse interests and backgrounds, wide number of publications, many speeches and paper for conventions), (2) research (reputation for research, national and international visibility), (3) students (national recruitment: the University of Washington recognizes as one of its highest educational priorities the need to increase the number of qualified minorities in certain academic fields and professions to which they have been traditionally underrepresented. Special educational support services are provided through the Office of Minority Affairs and the Graduate School's Minority Education Division to facilitate the entry of persons from underrepresented minorities and to enhance their likelihood of success while attending the University), (4) Curriculum (cohesive academic, interdisciplinary), (5) Environment (varied resources and libraries).

10. Faculty Research: Dr. Nathalie Gehrke (Ph.D. specialty in Integrative Curriculum, Program of General Curriculum; 13 years of teaching experience in curriculum research; has done between 1 and 5 reports and publications focused on scientific, ethnographic-naturalistic and theoretical research. This author is currently involved in creating a curriculum for an interdisciplinary program "Training for Interprofessional Collaboration" and she prefers to initiate her graduate students into her own research methods while she is engaged in a specific kind of research. Her method of research is focused on qualitative -grounded theory inquiry.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Students are required to take an overview course and two or more inquiry courses (for a Ph.D 3-4 courses are required). Among the research courses available to EDC&I students are the following: EDC&I 532 Seminar in research in Reading (research design, evaluation of research, and research findings dealing with factors influencing reading abilities), EDC&I 533 Seminar: Conducting Research in Reading (emphasis on research rationale choice of producing research types and reporting of research results and implications); EDC&I 535 Seminars: Conducting research in Response to Literature (conduct and interpret original research studies in the field of reading); EDC&I 550 Educational Technology Research(analysis critique and practical experience with research studies of all types (experimental, ethnographic, evaluation) concerning questions of interest to educational technologists), EDC&I 578-579 Qualitative methods of educational research (survey of various qualitative research methods from a variety of disciplinary perspectives (anthropology, cognitive psychology, policy analysis and evaluation), EDC&I 591 Seminar in Curriculum research (analysis of past and current empirical, historical, ethnographic naturalistic research and philosophical analysis of the curriculum field studies considered include research in curriculum development).The prevailing focus offered in courses are: historical, ethnographic/naturalistic, survey research, statistics, research methodology, and combination of methods.

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take at least one overview course on different types of research methods and (2) ask students to enroll in two or more research methods course with only students in the same program (EDC&I). However, faculty preferences are to initiate their graduate

Forms of Curriculum inquiry employed in Doctoral Dissertations
University of Washington, Januray 1993-June 1994

(1) Title: THE EFFECTS OF WORD PROCESSING ON THE CREATIVE WRITING OF HIGH-ACHIEVING AND LOW-ACHIEVING GIFTED ELEMENTARY STUDENTS
Author: CHRISTENSEN, EDITH ELIZABETH
School: UNIVERSITY OF WASHINGTON - EDD pp: 186
Advisor: GEHRKE, NATHALIE
Source: DAI-A 54/10, p. 3661, Apr 1994

Research Problem: The purpose of this study was to investigate the effects of word processing on the creative writing of low and high achievinggifted fourth grade students. A variation of the single-subjectmultiple baseline design was used. The subjects were 15 children inan urban school, in a population selected as gifted. Twelve of thestudents were low achievers according to the school's definition, ascore below the 80th percentile on the language arts portion of theEducation Research Bureau standardized achievement test, orfunctioning below expectations in some area of language arts, butwith Wechsler IQ scores in the 97th percentile. All the students wereskilled at keyboarding and had used a computer for the prior fouryears at school.
Each student was followed through intervention and baselinephases independently. There were five groups of three students each,with a new group introduced to the computer intervention atsuccessive two week intervals. The intervention phase lasted fourweeks for each group, with two class periods a week on the computerfor writing. Following intervention, students returned to baselineactivity of composition with a pencil. After that students werepermitted to write with a computer or pencil as time and spacepermitted. Data were gathered on the change in quantity and quality ofwritten products for each student, using the z-score for individualassessments and paired t-test for group analysis. Eleven of the 12underachieving students significantly increased the quantity of theirwriting when using a computer. Fourteen out of a possible 55 qualitycategory scores for 11 underachieving students increasedsignificantly with the use of the computer. Thirty-four of the 55increased with computer word processing for individual written papersbut not at a significant level. When the scores of underachieverswere subjected to group analysis, their scores on quantity, totalquality, and all quality categories but one (central idea) increasedsignificantly when using the computer. High achieving students as agroup also increased significantly the length of their computerwritten papers, while quality categories increased but not at thesignificant level.
Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific.

(2) Title: THE EVALUATION OF THE DEMOCRATIC CITIZENSHIP EDUCATION PROJECT OF THE KOREAN EDUCATIONAL DEVELOPMENT INSTITUTE (CITIZENSHIP EDUCATION)
Author: EOH, MYUNG HA
School: UNIVERSITY OF WASHINGTON - EDD pp: 256
Advisor: KALTSOUNIS, THEODORE
Source: DAI-A 54/08, p. 2864, Feb 1994

Research Problem: The purpose of this study was to evaluate the democratic citizenship education project initiated by the Korean EducationalDevelopment Institute. The aims were to identify the strengths andweaknesses of the project and provide the president of KEDI withinformation that would assist in his decisions whether to continue,terminate, modify, or refocus the project. The project focused mainlyon

developing new learning materials on democratic citizenshipeducation for students, and a set of related guidelines foreducators.

The design of this study was based on Stufflebeam's EvaluationModel, known as CIPP--Context, Input, Process, and Productevaluation. In order to guide the evaluation, 29 specific questionswere developed based on the four stages of the model. For gatheringthe data, various documents were reviewed, a number of surveys wereconducted, and various individuals related to the project wereinterviewed. Most of the data were qualitative and the analysis wasdescriptive.

The goal establishment and the needs assessment appeared to bethe weakest parts of the project. The content and structure of thematerials developed were assessed as partially adequate. It was feltthat the outcomes pursued were not as basic as others that were notconsidered. The development of democratic school climate and revisionof existing curriculum and textbooks was recommended by the variousrespondents as more important foci for the project.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical-evaluative.

(3) Title: SHARING THE BLESSINGS: A COMPARISON OF CURRICULAR STRUGGLES IN TWO COMMUNITIES (CENSORSHIP, SOCIALIZATION)
Author: MAIER, LAURA B.
School: UNIVERSITY OF WASHINGTON - EDD pp: 257
Advisor: SIROTNIK, KENNETH
Source: DAI-A 54/08, p. 2871, Feb 1994

Research Problem: Although curricular challenges were cast by educators as censorship attempts and by organized Christian parents as aninfringement of religious rights, instead this research indicatesthat the struggles were about the school's control of socializationof youth. These two extended case histories of curricular strugglesin two different communities represent two variations in the broaderprotest against the schools which occurred in other districts inWashington and the nation in the mid-1980s. The research is presentedin two parts. First, the ethnographic narrative describes the actionsand relationships among the partisans in the context of theircommunities and records data on the social structure and ideology ofthe factions in each community. Second, the analysis, based oncharting and comparing these ethnographic data, suggests that thestruggles over control of socialization of youth were locallyresolved in accordance with each community's agenda.

In both cases the struggles were resolved by the schooladministration in accordance with local hegemonic interests. Initialcurricular decisions and administrative strategies differed; however,consequences and dynamics were similar. Consequences of suchstruggles included confrontational public meetings, organizedopposition to school taxes, and widening division within communities.The Christian group was publicly discredited and some parentswithdrew their children from the public schools. Two publicexpectations for the school institution, the promise that schools arethe gateway to jobs and the school's role as a reform mechanism forsocioeconomic problems, channeled a political problem into theschools. Ironically, in this process, the Christian parents' concernsabout their children's futures were ignored while the schoolinstitution increased regulations hedging public input on curricularchoice. This research adds to our knowledge about the manner in whichlocal control of schools operates and, secondly, reframescontemporary curricular challenges as struggles about the control ofsocialization of children.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical.

(4) Title: THE DIMENSIONS OF INTEGRATION: A CONCEPTION DEVELOPMENT
Author: YOUNG, DAN PAUL
School: UNIVERSITY OF WASHINGTON - PHD pp: 236

Advisor: GEHRKE, NATHALIE J.
Source: DAI-A 54/08, p. 2879, Feb 1994

Research Problem: This dissertation is a development of the concept of integration. This concept has been put to a wide range of uses in theliterature of education, but there is no single meaning upon whicheducational practitioners and theorists have agreed. I do not proposea single definition either, rather I propose an overall orientationthat I call the integral perspective. Looking at integration from theintegral perspective, I propose a set of definitions that aresensitive both to the four stages of the process of integration--whatI call the Stages in Integration--and to the specific situations inwhich they are used.

My analysis moves through three phases. First, I analyzerepresentative uses of "integration" to determine what meanings aregiven to the word in educational literature. Second, I develop amulti-level concept of integration that brings order to the varietyof meanings within the various stages of the process of integration.During this phase I also create a distinction between the integraland the fragmentary perspectives and show how the integralperspective, which assumes that we originate from a condition ofwholeness rather than fragmentation, is capable of accommodating thefragmentary perspective and putting it to good use. Finally, Idistinguish between integration as a concept and integration as anidea. A concept, according to this distinction proposed by JacobNeedleman, is a tool, a problem-solving device, and a means to answera question; an idea, on the other hand, is an invitation to askquestions, to open up beyond what we already know and have alreadyorganized conceptually. This phase of analysis also looks at what Icall the philosophy of possibility--which is associated with theintegral perspective--and the philosophy of doubt--which is a productof Cartesian dualism and supports the fragmentary perspective. The result of the analysis is a conceptual framework that I callthe Dimensions of Integration. The four dimensions it includes arethe Dimension Encompassing Individuals, the Dimension of Individuals,the Dimension of Proper Action, and the Dimension of Subject Matter.In the final chapters I suggest how education might look when viewedfrom the integral perspective and discuss what steps can be taken tolead to education that is more integrated and integrative.

Form(s) of Curriculum Inquiry employed in this Dissertation: Philosophical.

(5) Title: TEACHER AND LEARNER VARIABLES IN EARLY LITERACY INSTRUCTION: TREATMENT, EVALUATION, AND ETHNOGRAPHIC STUDIES (LITERACY INSTRUCTION)
Author: TRAWEEK, DEAN TRAYNOR
School: UNIVERSITY OF WASHINGTON - PHD pp: 147
Advisor: BERNINGER, VIRGINIA W.
Source: DAI-A 54/10, p. 3671, Apr 1994

Research Problem: This dissertation is a synthesis and in-depth analysis of four studies of teacher and learner variables in literacyacquisition, each of which involved urban, multicultural samples. Thestudies included (a) a year-long treatment study with small groups ofchildren in school settings, (b) a single subject design interventionstudy in the University clinic, (c) an evaluation study ofalternative methods of early literacy instruction, and (d) anethnographic study of teacher and learner characteristics in earlyliteracy acquisition. The intervention and evaluation studies werebased on a theoretical model of the processes underlying readingacquisition, the Multiple Connections Model, according to whichlearning to read depends on forging connection between orthographiccoding procedures and phonological coding procedures of correspondingunit size: whole written word and whole spoken word, letter phoneme,letter cluster-syllable. Results demonstrated that theory-driveninstruction during a critical developmental period may prevent moreserious reading disabilities. A follow-up single subject interventionstudy

was conducted to investigate why one child had not shownsignificant gains during the group intervention despite remediationof coding deficits. Practice using word and sentence level strategiesproved effective over the course of a short-term intervention. Thus,in applying theory-based treatment of reading disabilities, it isnecessary to remediate strategy deficits as well as coding deficits.The evaluation study tested and confirmed the hypothesis that firstgrade children in an integrated reading-writing curriculum andchildren in a direct instruction in phonics program do not differ inreading achievement outcome but do differ in the coding processesunderlying reading acquisition. The ethnographic study was anintensive investigation of teacher variables in early literacyinstruction. Results of these studies suggest that variables ofteacher knowledge and expertise, and learner variables includingindividual differences in developmental skills such as orthographicand phonological coding skills should be considered in designing andevaluating early literacy instruction.

Form(s) of Curriculum Inquiry employed in this Dissertation: Ethnographic-evaluative

(6)Title: BRAEBURN ELEMENTARY SCHOOL, 1967-1990: AN INNOVATION THAT SURVIVED (OPEN EDUCATION, TEAM TEACHING, WASHINGTON)
Author: ANDREWS, JILL BRANDENFELS
School: UNIVERSITY OF WASHINGTON - EDD pp: 221
Advisor: GOODLAD, JOHN I.
Source: DAI-A 54/08, p. 2884, Feb 1994

Research Problem: Braeburn Elementary School began in the 1960's as an open concept, nongraded, team teaching school with a distinct philosophysupporting its structure. Nearly three decades later, it stillsurvives.

The study reported here examines factors appearing to beassociated with its stability. Its structure and philosophy survivedalmost intact. Most other such schools built walls and retreated overtime into traditional forms.

The study begins with a brief history of nongraded education,continues with a conceptual comparison of graded and nongradedschools, and employs change theory as a basis for examining thedevelopment of the school. This history is framed within the stagesof change from mobilization, through implementation, and finally,institutionalization. Central office leadership, building leaders,staff commitment, curriculum, the building itself, and parents andstudents all are considered in the story. At the time of the adoption of this innovation, little was knownabout the theories of change. Therefore, the process of change didnot receive the attention that it might today. Although at times thedifficulties of implementation loomed large, the commitment on thepart of the district, school leaders, and staff members was strongenough to overcome the problems. Central office support cast theschool as a protected subculture and the support of the truebelievers played key roles in the survival of this implementation. The implementation and institutionalization of Braeburn, as anexample of a surviving restructured school can inform futureeducational change agents, seeking to understand or implement newmodes of schooling.

Form(s) of Curriculum Inquiry employed in this Dissertation: Historical.

(7) Title: AN ANALYSIS OF THE UNDERGRADUATE CURRICULA FORMED BY THE COMBINATION OF COMMUNITY COLLEGE TRANSFER PROGRAMS AND UPPER DIVISION BACCALAUREATE STUDIES
Author: PETRULIS, ROBERT ALAN
School: UNIVERSITY OF WASHINGTON - PHD pp: 274
Advisor: MADSEN, DAVID
Source: DAI-A 54/08, p. 2914, Feb 1994

Research Problem: A small number of universities in the United States

restrict themselves to the junior and senior years of thebaccalaureate. The liberal studies curricula of two suchinstitutions--the newly created branch campuses of a leading researchuniversity--paired with transfer programs at two close-by communitycolleges, were the subjects of this study.

The research question was: How are the baccalaureate-trackliberal arts curricula affected by the articulation of lower andupper division studies at two pairs of community colleges and upperdivision branch campuses? The four-year program formed by two years'study at a community college and two years at a branch campus wasconsidered.

To address the research question, forty-one interviews offaculty, students, and staff at the four institutions were conducted,and documents related to the curricula were reviewed. The studyfocused on the values, beliefs, and perceptions of students, faculty,and staff which shaped the curricula.

The community college curricula were found to be remarkablycompatable with those of the branch campus liberal studies programs.Recently revised and strengthened general education programs and amovement toward integrated studies courses at the community colleges,and the interdisciplinary approach of the branch campuses, combinedwith their proficiencies-across-the-curriculum emphasis, created anengaging, rigorous course of study.

Gauged according to the stated intentions of the programs, theirutility for students intending further study, and according to twostandards of "best practice," the baccalaureate program formed by thetwo levels was seen to be highly successful. Students anticipating ajob search, however, were concerned about their level of preparation. The effects on the community colleges' curricula of thearticulated baccalaureate were minimal, because of the state-widetransfer agreement, and the small size of the branch campuses. Theeffects on the branch campus curricula were more pronounced. The lackof lower division course offerings made it difficult for faculty toprescribe the basic knowledge students should have before attemptingupper division courses, necessitating a non-traditional approach.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-ethnographic.

(8) Title: RESEARCH AS A GUIDE FOR IMPROVING INSTRUCTION IN INTRODUCTORY PHYSICS
Author: SHAFFER, PETER SCOTT
School: UNIVERSITY OF WASHINGTON - PHD pp: 306
Advisor: MCDERMOTT, LILLIAN C.
Source: DAI-B 54/10, p. 5199, Apr 1994

Research Problem: The research described in this dissertation has three main goals: (1) to identify underlying conceptual and reasoningdifficulties that are commonly encountered in the study ofintroductory physics, (2) to develop curriculum to address thesedifficulties and (3) to determine the type of preparation needed bythe instructional staff, especially teaching assistants, to teachintroductory physics effectively.

Form(s) of Curriculum Inquiry employed in this Dissertation: Acion research.

(9) Title: A STUDY OF FIELD-INDEPENDENT/FIELD-DEPENDENT COGNITIVE STYLES OF JAPANESE STUDENTS AND CORRELATIONS WITH THEIR ACADEMIC ACHIEVEMENT IN TWO AMERICAN HIGH SCHOOLS
Author: BUCKLEY, SETSUKO
School: UNIVERSITY OF WASHINGTON - EDD pp: 141
Advisor: VASQUEZ, JAMES
Source: DAI-A 53/09, p. 3090, Mar 1993

Research Problem: This study identified cognitive styles (as measured by

field independence/dependence - FI/D) of 21 Japanese students in twoAmerican high schools, in comparison with 63 white-American students.It examined how cognitive styles of Japanese students may relate totheir academic achievement (as measured by GPA, MAT, and CompetenceTest scores), gender, and number of years in American schools.
It was hypothesized that Japanese students are FI with nosignificant differences from white-Americans. It was furtherhypothesized that FI has a significant, positive correlation withmath achievement, but not with either verbal achievement or number ofyears in American schools. The Group Embedded Figures Test (GEFT) wasadministered as a measure of FI/D. Hypotheses were tested using theone-tailed t-test and the Spearman correlation coefficients at the.05level of significance.
Results show that Japanese students are highly FI and that theirGEFT scores are significantly higher (p =.013) than those ofwhite-American students. No significant gender differences in GEFTwere found within each group. No significant correlations were foundbetween GEFT and academic achievement or number of years in Americanschools among Japanese students. However, significant gender andculture differences were found in the achievement patterns in the twogroups. No significant differences in GPA, math, and English werefound among males, while a significant difference in GPA and math wasfound among females. Japanese females score higher than Japanesemales in GPA, math, and English. These findings can help educatorsdevelop instructional strategies based on the FI cognitive style,especially in math classes, for language minority students who do notdo well in school.
Form(s) of Curriculum Inquiry employed in this Dissertation: Scientific.

(10) Title: A DESCRIPTIVE STUDY: THE POTENTIAL FOR CURRENTLY AVAILABLE COMPUTER ASSISTED INSTRUCTION (CAI) ALGEBRA COURSEWARE TO PROMOTE 'MATHEMATICS AS COMMUNICATION' AS OUTLINED IN THE NCTM CURRICULUM AND EVALUATIONS STANDARDS (CURRICULUM STANDARDS)
Author: KINHOLT, STEPHAN P.
School: UNIVERSITY OF WASHINGTON - EDD pp: 290
Advisor: BEAL, JACK L.
Source: DAI-A 54/01, p. 75, Jul 1993

Research Problem: The Curriculum and Evaluation Standards for School Mathematics (NCTM, 1989a) and the Professional Standards for TeachingMathematics (NCTM, 1991), recently published by the National Councilfor Teachers of Mathematics, describe a new vision for mathematicseducation for the American school system. This vision will guidemathematics education research, teaching, and curriculum developmentthrough this decade and beyond and may result in significant reformsin the content and pedagogy of school mathematics.
Unlike previous reform movements in mathematics education, thecurrent reform has at least one important difference. The CurriculumStandards and the Professional Standards have established a visionfor the reform, but they have left the decision of how to bestimplement this vision to the mathematics education community. One of the first steps in the implementation process is theanalysis of curricular materials. Research has shown that whatmathematics is taught and how it is taught are strongly influenced byadopted materials. Since computer technology plays a significant rolethroughout The Standards, computer courseware is one such curricularmaterial which will need to be evaluated. While the use of tool-typecomputer courseware is encouraged throughout The Standards, the rolefor CAI tutorial courseware is questionable. Tis study examines the computer's potential to promote theMathematics as Communication Standard for algebra concepts. Itanswers the following question: What is the potential for currentlyavailable CAI algebra courseware to promote "Mathematics asCommunication" as outlined in the NCTM Curriculum and EvaluationStandards for Teaching Mathematics? The study provides

criticaldescriptions of the potential for current CAI courseware to promotemathematical communication of beginning algebra concepts. Besidesdescribing the potential of individual courseware packages, the studyalso examines the overall potential for current courseware to meetthe Mathematics as Communication Standard. The intent is to informmathematics educators and courseware publishers about ways to enhancecourseware to better meet the goals of the Mathematics asCommunication Standard. The study will benefit other researchers whowish to evaluate courseware against other standards.

Form(s) of Curriculum Inquiry employed in this Dissertation: Evaluative-Normative

(11) Title: HOW DOES PRIOR SUBJECT MATTER KNOWLEDGE AFFECT THE LEARNING OF PEDAGOGICAL CONTENT KNOWLEDGE IN A MATHEMATICS METHODS COURSE AT THE PRESERVICE LEVEL?
Author: HUTCHISON, LINDA SUE
School: UNIVERSITY OF WASHINGTON - PHD pp: 269
Advisor: BEAL, JACK L.
Source: DAI-A 54/01, p. 117, Jul 1993

Research Problem: The National Council of Teachers of Mathematics created standards for teaching mathematics that suggest a constructivistapproach. Research indicates prospective elementary teachers havelimited understandings in mathematics. This dissertation addressesthe question "How does prior subject matter knowledge affect thelearning of pedagogical content knowledge in a mathematics methodscourse at the preservice level?"

Skemp's (1978) definitions of instrumental and relationalunderstandings were used to describe both subject matter knowledgeand pedagogical content knowledge of fractions for six preserviceteachers both before and after a mathematics methods course. Theparticipants' understandings of fractions and pedagogical contentknowledge were qualitatively analyzed by case and cross-case usingtwo task interviews, a mathematics education biography, three studentteaching classroom observations in mathematics, and the classroomobservations of the mathematics methods course.

Four preservice teachers with an initial instrumentalunderstanding of mathematics demonstrated improved instrumentalsubject matter knowledge during the final task interview and onedemonstrated a relational understanding of fractions. One participantwith an initial relational understanding of fractions subsequentlydemonstrated a relational pedagogical content understanding offractions. Another participant with an initial relationalunderstanding of fractions exhibited instrumental pedagogical contentknowledge. Participants with initial instrumental understandings offractions improved their understandings of fractions in the methodscourse. However, they did not improve as much in pedagogical contentknowledge because of the need to simultaneously learn both subjectmatter and pedagogical content knowledge. These findings suggest thatmathematics teacher education programs should reconsider the type ofsubject matter knowledge required by preservice teachers. Conceptualsubject matter knowledge should be emphasized so that adequatepedagogical content knowledge can be developed. Courses designed todevelop subject matter knowledge and pedagogical content knowledgeshould consider students existing beliefs about mathematics andteaching mathematics. Care should be taken to create appropriatestudent teaching placements that reinforce the NCTM standards.

Form(s) of Curriculum Inquiry employed in this Dissertation: phenomenological-eval.

(12) Title: MATHEMATICS TEACHERS' CONCEPTIONS OF 'CONNECTIONS' (TEACHER CONCEPTIONS)
Author: RODDY, MARK ROBERT
School: UNIVERSITY OF WASHINGTON - PHD Date: 1992 pp: 220

Advisor: BEAL, JACK
Source: DAI-A 53/08, p. 2724, Feb 1993

Research Problem: The National Council of Teachers of Mathematics has published two documents (NCTM 1989, 1991) which have become importantin the current movement in the mathematics education community in theUnited States. Four fundamental standards for mathematics educationhave been proposed: problem solving, reasoning, communication, andconnections. Recent research in cognitive science and in mathematicseducation indicates that if investigators are to understand the waysteachers make decisions as they teach, it is important to understandtheir conceptions of their subject matter.

The conceptions (beliefs and understandings) of "connections"held by five middle and high school Algebra I and IntegratedMathematics I teachers were investigated using qualitative researchmethods. Data were generated from three primary sources: interviews,classroom observations, and teacher-made documents. Thisinvestigation resulted in extensive descriptions of the teachers'conceptions of connections. A conceptual framework for teachers'conceptions of connections was also developed.

Some of the terms and concepts which are important in theconversation with regard to teachers' conceptions of their subjectmatter were uncovered and their relevance discussed. The teachers inthis study emphasized the notion of "applications" in theirconceptions of modeling connections. This was seen as an importantdifference between the teachers' conceptions of modeling connectionsand the conception of modeling connections which is implicit in theNCTM Standards document. Furthermore, whereas the conception ofmathematical connections expressed in the NCTM Standards emphasizesconnections between various representations of a given mathematicalmodel, the teachers' conceptions tended to emphasize links betweenold material and new.

These differences are thought to be particularly important forteachers who are trying to make changes in their teaching as theywork toward the goals implicit in the NCTM Standards.

Form(s) of Curriculum Inquiry employed in this Dissertation: ethnographic-natural.

13)Title: A SURVEY OF EDUCATIONAL VALUES AND CONCEPTIONS OF GIFTED INTELLIGENCE HELD BY PARENTS WHO HAVE ENROLLED THEIR CHILDREN IN PROGRAMS FOR THE GIFTED
Author: BUCKLEY, KATHLEEN CAROLINE PICKEN
School: UNIVERSITY OF WASHINGTON - EDD pp: 296
Advisor: GEHRKE, NATHALIE
Source: DAI-A 54/01, p. 127, Jul 1993

Research Problem: Two hundred eighteen parents from the Federal Way and Seattle Public School Districts, and three accredited schools for thegifted in the Pacific Northwest Association of Private Schoolsparticipated in this study.

The survey instrument was developed around two central andvalue-laden issues in gifted education: Who are the gifted and whatare their educational requirements? The first section of the two-partquestionnaire assessed educational philosophical preferences. Thesecond part of the survey asked parents to list adjectives or phrasesindicating attributes of the gifted individual which they believedwere important to consider in educational programs for the gifted.Differential indicators of giftedness were categorized according to acentral cluster of qualities generally conceived to epitomize thegifted individual. The categories include high orders of mental power(I.Q.), creativity, and motivation. Relationships between parents' indicators of giftedness and theirphilosophical leanings were also analyzed to determine idealizationsof curriculum and instruction judged to suit specific perceptions ofthe gifted child. In general, this population of parents preferred eclectic,child-centered programs for their children. Their conception ofgifted

intelligence was broad and complex. Their perceptions ofgiftedness integrated creativity, motivation and high orders ofmental power (I.Q.) in relatively balanced proportion (37%, 32%, 31%,respectively). These parents had generally enrolled their children inprograms best suited to their ideals, and conversely, schools andinstitutions had selected students whose families generally concurredwith their philosophical positions and conception of giftedness.

Form(s) of Curriculum Inquiry employed in this Dissertation: philosophical

(14) Title: SPECIAL EDUCATION: THE HIGH SCHOOL EXPERIENCE
Author: STUMP, COLLEEN SHEA
School: UNIVERSITY OF WASHINGTON - PHD pp: 369
Advisor: LOVITT, THOMAS C.
Source: DAI-A 53/08, p. 2770, Feb 1993

Research Problem: Concerns with special education high school program outcomes (e.g., student drop-out rate and postsecondary status)prompted an exploration of a local high school's special educationprogram. The purposes of this study were to: (a) explore the cultureof a selected high school in an attempt to identify factors linkedwith program outcomes, (b) combine that information with extantliterature and other school experiences to make recommendations forenhancing existing programs, and then (c) present thoserecommendations to practitioners, school administrators, and thoseinterested in school reform. Recommendations were filtered throughthe investigator's belief statements derived from a review of extantliterature and her experience in working in schools. A conceptualframework consisting of 11 commonplaces, or standard programcomponents (i.e., curriculum, service delivery, personnel,collaboration, parent involvement, Individualized Education Programsand Individualized Transition Plans, goals, instructional strategies,evaluation, graduation, and preparation,) provided structure for thisexploration. In order to describe the 11 commonplaces, theinvestigator coded and analyzed data gathered from observations inclassrooms, interviews and surveys with school personnel (i.e.,administrators, teachers, counselors, and instructional assistants)and special education students and their parents, and review ofdocuments. Among the findings was the importance of two practices:communicative and collaborative networks and defining a commonmission and curricula for special education youth. Outcomes, filteredthrough beliefs, led to the investigator's making 20 programrecommendations for school personnel and those interested in schoolreform.

Form(s) of Curriculum Inquiry employed in this Dissertation: integrative-evaluative

(24)THE UNIVERSITY OF WISCONSIN
Public coed university

The University of Wisconsin- Madison is a public, land-grant institution, founded in 1849. It combines, on a single campus, eight schools and three colleges. In 1,974, the faculty adopted a mission statement which began by stating that the purpose of the UW-Madison "is to provide an environment in which faculty and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of the present and future generations with improvement in the quality of life."

In every sense, the University of Wisconsin-Madison is a public university. Active in the dissemination of knowledge, the University is guided by the "Wisconsin Idea" -that the boundaries of the campus are the boundaries of the state. But the service and influence of the University extend to people and institutions throughout the world. The University of Wisconsin-Madison's faculty of approximately 2,400 supported by an academic staff of approximately 4,200, offers graduate degrees in over 150 fields of study. Master's and Doctoral programs are established in the humanities, biological sciences, physical sciences, social sciences, and in interdisciplinary studies.

The University has offered graduate study for over a century. Its advanced instruction actively involves graduate students in research. They share with their professors the experience of exploring the frontiers of knowledge, and acquire the spirit as well as the methods of productive scholarship. The University enjoys the cultural and educational benefits of the great diversity of ethnic and national origin of its students, staff, and visiting scholars.

The School of Education is a part of the larger University community, which in 1992 numbered over 41,000 students and over 7,000 faculty and academic staff. The Memorial Library and numerous other libraries on the campus have more than 5 million volumes. Since its founding in 1849, the University of Wisconsin-Madison, has maintained a fundamental commitment to academic excellence. The University has ranked among the top 10 universities in America in every survey of scholarly reputation conducted since 1910.

The Graduate School: Unique Features

1. Enrollment: 41,948 graduate, professional, and undergraduate students; 9,880 full-time, 2,370 part-time matriculated graduate/professional students.

2. Graduate Matriculated Students: 8,323 full-time (3,494 women); includes 641 minority (157 African-Americans, 231 Asian-Americans, 212 Hispanics, 41 Native Americans), 2494 internationals. Graduate Students: 5,565 full-time matriculated graduate/professional students (2,347 women), 404 part-time (254 women). Graduate Faculty: 2,245 full-time (417 women), 80 part-time (17 women); includes 203 minority (39 African-Americans, 104 Asian-Americans, 54 Hispanics, 6 Native Americans).

3. Tuition: $ 3,530 per year full time, $ 221 per credit hour part-time for state residents. $ 10,666 per year full-time, $ 667 per credit hour part-time for non residents per.

4. Programs: The Graduate School includes the Center for Environmental Toxicology, College of Agricultural and Life Sciences, College of Engineering, College of Letters and Science, Industrial relations Research Institute, School of Journalism and Mass Communication, School of library and Information Studies, School of Music, School of Social Work, Institute of Environmental Studies, Institute of Molecular Virology, School

of Business, School of Education, School of Family, Resources and Consumer Sciences, Law school and other programs. The school of education include the following programs: Art, Continuing and Vocational Education, Counseling Psychology and Counselor education, Curriculum and Instruction, Educational Administration, Educational Policy Studies, Educational Psychology, Kinesiology, Rehabilitation Psychology and Special Education.

5. Degrees Offered: Master's, and Doctorates.

6. Requirements for admissions: Minimum requirements are: (1) a bachelor's degree from an approved institution, (2) An undergraduate major or equivalent evidence of suitable background for entering the proposed field, (3) An undergraduate grade-point average of at least 3.0 (4.0 scale) and 3 recommendations from the undergraduate/graduate institution; (4) acceptable scores on required, standardize examinations (such as the TOEFEL or the Michigan English Language Assessment Battery (MELAB)-language requirements for non-English speaking applicants-, GRE, or any other additional individual departmental or program area requirements.
Office: Graduate School
Admissions/Student Services
University of Wisconsin-Madison
228 Bascom Hall
500 Lincoln Drive
Wisconsin, Madison, 53706-1380
Phone: 608-262-2433

7. Requirements for graduation: Master's (1) completion of a coherent and focused program of advanced study, (2) residence: a minimum of two semesters (32 weeks) (2) satisfactory performance on a comprehensive examination (oral, written or both), (3) a Thesis or a Project/master paper (optional), (4) Time limit: five consecutive years, (5) a minimum of 24 credits (6) pass a final comprehensive examination. The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University. Minimum requirements: (1) Residence: Candidates must offer the equivalent of a minimum of six full semesters of residence. Each candidate must spend at least two semesters of full-time study in the doctoral field beyond the master's degree level, (2) successfully complete a program of study and research rationally unified: courses must be selected from groups embracing one principal subject of concentration, called the major, and from one or two related fields, called the minor, (3) Language: each department is responsible for setting its own foreign language requirements, (4) Examinations: comprehensive preliminary examinations and final oral examinations (5) Time limit: five years after passing the preliminary examinations (maintaining continuous registration) (6) publication of the doctoral dissertation.

8. Doctoral degrees awarded: 766 doctorates in 1993

9. Student services: Low cost health insurance, career counseling, day-care facilities, emergency short-term loans, campus safety program, campus employment opportunities, counseling/support services for international students. Graduate Housing: 290 units- rooms or apartments- available to single students at an average cost of 2,000 per year (3,000 including board); 1,122 units available to married students.

10. Financial aid: Fellowships, research assistantships, teaching assistantships, federal-work study, institutionally sponsored loans and career-related internships or fieldwork available.

11. Research facilities: Memorial Library plus 44 additional on campus libraries; total holdings of 5,317, 380 volumes, 3,755,241 microforms, 48,699 current periodical subscriptions. CD-ROM player(s) available for graduate student use. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VXcluster with 6250,6410,8600,8650,and 4000/100; Thinking machines CM5, Apple Macintosh, Digital DEC station H-P, IBM compatibles, Next Workstation, Sun Workstation. Personal computers on campus linked to CICNET, NSFNET, Wiscnet.

Graduate Program in Curriculum Studies: Unique Features

1. Faculty and enrollment: forty one Ph.D. plus 2 D.Ed. faculty members. Years of experience as Curriculum Professors range between: 2 and 32. For 1993: 193 full-time (127 women), 131 part-time (106 women), includes 27 minority (8 African-Americans, 5 Asian-Americans, 10 Hispanics, 4 Native Americans, 35 internationals. Students enrolled in 1994: more than one hundred and forty full-time Ph.D. students and 175 Master's.

2. Name of the Department: Curriculum & Instruction, School of Education

3. Department Head or contact faculty member: Dr. Alan L. Lockwood (Specialty: Secondary Social studies; 3 years as department chair).
Address: Department of Curriculum and Instruction
School of Education
123 Education Building
1000 Bascom Mall
University of Wisconsin
Madison, WI 53706-1380
phone 608-262-1763

4. Name of the Program that focuses on Curriculum Studies: Curriculum & Instruction (M.S, Ph.D). Other programs are: art education, chemistry education, communication arts education, English education, French education, geography education, Spanish education, music education, mathematics education, German education, Latin education, Physics education and Science education.

5. Department Requirements: Entrance: GRE, general test. Degree requirements: a dissertation for Ph.D. students and completion of the requirements of the Ph.D. major, as determined by the major professor of C&I department and completion of a Ph.D. minor, in accord with Graduate School rules. Twelve credits are required for a minor in the C&I department (excluding independent reading, independent study, research and thesis). For a Master's minimum 24 credits. Grade point average required: minimum 3.0.

6. Doctoral degrees awarded: fifty three doctorates in Curriculum (1993-94).

7. Primary Goals of the Graduate Program in Curriculum are: The School of Education is a professional school with primary emphasis upon the preparation of personnel for educational systems. All instructional units stress the development of scholarship and research on the nature of learners, learning environments, and the learning process at all ages and in all contexts. The Department of Curriculum and Instruction (C&I) offers graduate studies leading to the M.S. and the Ph.D. The M.S. prepares students for advanced work in education (e.g., curriculum develop, content area specialist, school department head, curriculum supervisor, instructional technology specialist, early

childhood specialist, community health educator, or reading teacher). In other cases, master's degree work prepares students to perform at a higher level in their existing job; the advanced degree leads to increased leadership within a job category . In these cases, the purposes of master's degree work include professional updating, maintenance of accreditation, acquisition of new perspectives and skills, specialized knowledge of particular importance in one's job, preparation to work with student teachers, and preparation for leadership among others. Research-oriented Ph.D. programs in the department prepare students for different forms of intellectual leadership in education. These different forms of intellectual leadership include research, teacher education and other teaching in higher education, and leadership positions in educational agencies. These different forms of leadership are not mutually exclusive, but the relative emphasis given to each varies among students and areas. The goals of doctoral study are: (1) acquire greater competence in curriculum development and better understanding of the teaching-learning porches; (2) develop abilities for research in the field of C&I; (3) gain depth and breadth of knowledge in related academic fields; and (4) evolve a broadened professionals background in areas related to curriculum and instruction, such as administration, counseling, educational psychology, supervision, and the history, philosophy, and sociology of education. With these goals in mind, a course of study is planned under the supervision of the student's major professor. The dissertation is planned and conducted under the supervision of a dissertation committee chaired by the major professor.

8. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty; quality of graduates, national leader in funded curriculum research, curriculum research publications, and participation of faculty and students in professional groups.

9. Unique strengths of the graduate Program in Curriculum: This department is nationally recognized for the quality of its graduate programs and for the conduct of research on curriculum and instruction. Unique strengths: (1) faculty (research oriented, productivity, stable and dedicated, diverse interests and backgrounds, wide number of publications, many speeches and paper for conventions), (2) research (reputation for research, national visibility), (3) students (national recruitment), (4) cohesive academic curriculum and (5) excellent academic life.

10. Faculty Research: diverse forms of curriculum inquiry employed in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Research courses available to C&I students mainly in the following areas: curriculum theory and research, which include different forms of curriculum inquiry: 714 Research and Evaluation Paradigms in C&I (relationship of research orientation, methods of inquiry, theory, and practice), 715 Design of Research in C&I (development of methods and tools of research), 725 Ethnographic Methods in C&I (philosophical foundation in educational anthropology, methods of data collection, analysis and writing) 815 Research with Computer-Based Tools in C&I (epistemological and methodological issues involved in research with computer-based tools in C&I), 829 Proseminar in American Curriculum Theory (1890-present. Historical approach), 916 Special topics in Research and Evaluation in C&I, 917 Design of Research and Evaluation in C&I (in depth analysis and development of students' special areas of research interest), 975 General Seminar .

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take a course in research methodology (an overview course on different

types of research methods) and (2) ask students to enroll in a research methods course with only students in the same program (C&I). The purpose is to develop abilities for research in the field of curriculum and instruction.

In special cases a student may carry on a portion of t his/her doctoral program away from UW-Madison when field investigations require it or opportunities for research in a subject of special concern are not available at Madison. Doctoral students may apply for admission to the CIC traveling Scholar Program, sponsored by the Committee on Institutional Cooperation (CIC). The CIC includes the University of Chicago, Pennsylvania State University, and the Big Ten universities. The program help selected students take advantage of unique facilities at another participating university, including special course offerings, research opportunities, laboratories, and libraries collections.

Forms of Curriculum Inquiry employed in Doctoral Dissertations
The University of Wisconsin, January 1993- June 1994

(1)Title: THE RECEPTION OF A WESTERN CONCEPT: TEACHERS' PERCEPTIONS AND EXPECTATIONS OF PROFESSIONALISM IN RIYADH, SAUDI ARABIA
Author: AL-OTAIBI, MONEER MUTNI
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 217
Advisor: POPKEWITZ, THOMAS S.
Source: DAI-A 54/09, p. 3272, Mar 1994

Research Problem: Thinking about improving teachers' work conditions and fulfilling their needs will assist the development and improvement ofeducation in any nation. Teachers are the backbone of any educationalprocess; without them, progress can not be achieved. Saudi Arabia, asa developing country which has sought development and advancement inthe modern era through improving its educational system, must haveknowledge about Saudi teachers' needs and desires for better workingconditions as a basis for such improvement.

The purpose of this study was to examine Saudi elementary andsecondary teachers' perceptions concerning some attributes ofprofessionalism in relation to their work. These teachers'perspectives regarding their responsibility within the educationalsystem were also investigated. The theoretical assumptions in this study were based on Hall's(1968; 1969) scale of professionalism, which includes service to thepublic, sense of calling, self-regulation, professional organizationsas a major referent, and autonomy. Also incorporated into thisframework were Saudi teachers' views of the concept of teaching andof their responsibility. Hall's scale was developed in the UnitedStates, a Judeo-Christian nation with a decentralized educationalsystem; in this study it was adapted for use in Saudi Arabia, aMuslim nation with a centralized educational system. Two data collection approaches were used. A questionnaireconsisting of 38 items related to professionalism gave preliminaryinformation, and interviews with a sub-set of the sample providedmore in-depth data about Saudi views of their work. Saudi respondents showed enthusiasm having an association as ameans of increasing rapport and a source of professional growth. Theyalso stressed their willingness to have a greater voice as a keyelement in the educational process. Finally, Saudi teachersinterpreted their responsibility as stemming from their culture as itoperates through Islam, and from the framework of their educationalsystem and its instructions and regulations. Recommendations for further consideration are proposed andsuggestions made for further study.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological

(2) Title: THE EFFECTS OF CHICAGO SCHOOL REFORM AS PERCEIVED BY THE LOCAL SCHOOL COUNCIL MEMBERS (ILLINOIS, SCHOOL REFORM)
Author: DAVENPORT, WILLIMETHRA REED
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 468
Advisor: ROSSMILLER, RICHARD A.
Source: DAI-A 54/06, p. 2005, Dec 1993

Research Problem: The purpose of this case study was to determine the impact of Chicago School Reform on the attitudes and perceptions of theLocal School Council members. Twenty-one LSC members from twoschools--a general high school serving a community attendance areaand a magnet high school drawing its population from the entirecity--were interviewed. Information was obtained relative to themembers' reasons for seeking membership on the Council; theirqualifications and campaign procedures; their preparation andtraining for Council membership; how the Council works;

schoolimprovements in the areas of staffing, curriculum and instruction,attendance and/or discipline, dropout prevention, extracurricularactivities and so forth. The Council members also identified anddiscussed the successes, the failures and the recent controversies inwhich their Councils were embroiled.

The Local School Council members considered themselves to berepresentatives of the parents and, at times, the students.Membership on the LSC was seen as an opportunity to have a positiveeffect on the school and the students. The two main reasons given forbecoming a Council member were the need for more parental involvementand the fact that being a part of this board would allow the Councilmember to become personally involved in school affairs. Some of theother reasons mentioned included concern over low scores onstandardized tests, concern over the budget cuts that were adverselyaffecting the schools and their programs, and a general concern aboutthe state of education in Chicago.

The Local School Council members feel Chicago School Reform is asuccess because parents and community members are now involved indecision-making related to school expenditures. Nevertheless, theywould like to have their powers expanded so that all requisitionswould not have to go through the Board of Education. he changes and improvements being made at each school indicatethat the LSCs are having a positive effect. Even though each schoolhas its unique problems, it was found that the size of the attendancearea had no bearing on the attitudes of the participating LSCmembers. It was also found that gender, ethnicity and socioeconomiclevel had no bearing on the attitudes of these LSC members towardChicago School Reform. Recommendations for practice and further research are alsoprovided.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological philosophical

(3)Title: THE MOTIVATION OF SUBURBAN MILWAUKEE PARENTS IN CHOOSING PRIVATE ELEMENTARY SCHOOLS FOR THEIR CHILDREN (SCHOOL CHOICE, PARENTAL MOTIVATION, WISCONSIN)
Author: GIBSON, MATTHEW W.
THE UNIVERSITY OF WISCONSIN - MADISON - PHD -pp.130
Advisor: MCCARTY, DONALD J.
Source: DAI-A 54/08, p. 2821, Feb 1994

Research Problem: Most parents in affluent suburbs have the option of enrolling their children in well supported public schools or choosingfrom among several available and affordable private schools. Thisdissertation examined whether five demographic and fifteeneducational variables explain parental motivation in choosingCatholic, Jewish, Independent, or Lutheran elementary schools fortheir children. It also examined similarities or differences betweenparents who initially chose a private school versus those whotransferred their children following dissatisfaction with publicschools.

The population studied were private school parents within threepublic school districts in suburban Milwaukee, Wisconsin. Data weregathered through surveys and telephone interviews.

Findings varied among parents. For example, parents who choseCatholic schools did so because 98% of the mothers were Catholic and80% of them had attended private schools themselves. The leadingeducational variables that emerged from parents who chose Catholicschools were religion, moral values, and committed teachers; thosefrom parents who transferred their children from public schools werereligion, moral values, and warmth of school climate.

Parents who chose Jewish schools did so because 98% of thefathers and 95% of the mothers were Jewish. The leading educationalvariables that emerged from parents who chose Jewish schools werereligion, ethnic identity, small class size, quality

instruction,quality curriculum, and committed teachers; those from parents whotransferred their children from public schools were warmth of schoolclimate, small class size, and committed teachers.

While there were no demographic variables that explained whyparents chose Independent schools, the leading educational variablesthat emerged from parents who chose them were small class size,committed teachers, quality curriculum, and quality instruction;those from parents who transferred their children from public schoolswere small class size, quality instruction, and responsiveness toparent expectations. Parents who chose Lutheran schools did so because 85% of themothers were Lutheran. The leading educational variables that emergedfrom parents who chose Lutheran schools were religion, moral values,quality curriculum, and quality instruction; those from parents whotransferred their children from public schools were perceivedcommitted teachers, moral values, and warmth of school climate.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(4) Title: ORGANIZATIONAL UNCERTAINTY: PUBLIC SCHOOLS AND STUDENTS WITH CHALLENGING BEHAVIORS (AT RISK)
Author: PENA, ROBERT ANTHONY
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 582
Advisor: CAPPER, COLLEEN
Source: DAI-A 54/11, p. 3952, May 1994

Research Problem: The purpose of this study was to understand how public middle school staff, students and parents interpreted and respondedto organizational uncertainty. Organizational uncertainty was definedin relation to the challenging behaviors of students. Challengingstudents were defined using the determinations of administrators,staff, students and their parents.

Findings of this study indicated that administrators, teachers,and staff interpreted students with challenging behaviors as"deficient," and that teachers engaged in "internal deflecting" toexplore barriers to teaching and learning. Findings also revealedthat administrators', teachers', and staff members' interpretationsof these students contextualized or informed disciplinary schoolactions used with them. The influence of framing students as"deficient" reduced the impact that disciplinary responses had onimproving student conduct and addressing organizational uncertainty."Internal deflecting" described school personnel's efforts to examinestructures and cultures that acted as impediments to teaching andlearning. These impediments included inadequate scheduling andresource allocation practices, and school personnel insufficientlytrained in understanding special education students, curriculum, andinstructional strategies.

Administrators, teachers, and staff interpreted certainchallenging behaviors as related to "medical disabilities," and to"counter school tribal affiliations." However, school personnel didnot apply disciplinary policies, practices, and instructionalstrategies without consideration for students' cognitivedisabilities, family structures, sources of economic support, peerrelations, and perceptions regarding students' backgrounds. Challenging students and their parents interpreted and respondedto school actions as "remedial-prescriptive," and "repressive.""Remedial-prescriptive" disciplinary actions described disciplinaryschool structures and cultures that students and parents construed astherapeutic, and essential for addressing students' deficiencies."Repressive" disciplinary actions described school structures andcultures that students and parents interpreted as discriminatory onthe basis of race, and particular cultural preferences. The school structures and cultures found to constrain and supportresponses to students' challenging behaviors were framed byliterature on structural-functional and critical perspectives oforganizations. These included school membership, educationalengagement, teacher beliefs, and school support. Constraints includedbiased curriculum, instructional

strategies, tracking practices, lowschool morale, and inadequate staffing, staff development, centraloffice, school board, and community support. Supportive responses tostudents with challenging behaviors included one-on-one instructionalstrategies, teacher autonomy, and reciprocity among school personnel,students, and parents. (Research Problem shortened by UMI.)

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(5) Title: AN EXAMINATION OF THE PROCESSES OLDER ADULTS USE TO LEARN WORD PROCESSING SOFTWARE
Author: RICH, GRACE E.
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 341
Advisor: GIBSON, CHERE CAMPBELL
Source: DAI-A 54/07, p. 2431, Jan 1994

Research Problem: This research examined the processes older adults over 55 used to acquire computer and word processing skills and developed athematic analysis and thick description of that learning process. Thestudy used a qualitative case-study approach. Individual, in-depthinterviews were conducted with seven older adults enrolled in aneight-hour introductory computer/word processing class learningWordPerfect$\sp\circler$ on IBM$\sp\circler$-compatible computers.Class sessions were observed and videotaped.

The study's conceptual framework drew from research on adultlearning theories and was based on a two-type taxonomy ofbehavioristic and cognitivistic theories. Pedagogical learningmethods were found to be appropriate for older adults learning to useword processing software because they responded to the needs of olderadults for a high level of teacher direction, teacher dependence, andstructure at the introductory level of training. It was postulatedthat as an older adult gained confidence and knowledge aboutcomputers and word processing, a move toward an andragogical approachwould be encouraged by an instructor-facilitator. Findings are organized around six interrelated themes of trainingenvironment, the role of past experience, learning strategies andinstructional preferences, motivation, attitudes about computers andcomputer technology, and computer manipulation skills.

Contrary to andragogical learning assumptions, the study foundthat older adult computer learners neither wanted nor expected a rolein the planning of their learning. More negative than positiveinstances of transfer of learning were found when the older adultparticipants applied their past experience with typing or withcomputers. Other findings showed that these older adult computer learnerspreferred small, age-segregated classes, teacher-directedinstruction, written directions, and material they could preview andreview at home. The study also found that these older adults wereeager to learn word processing and exhibited cautious, but notnegative, attitudes about computer technology. They had realisticexpectations about the amount of word processing skill they wouldattain and neither expected nor tried to remember specifickeystrokes. Implications of the findings for instructors, programplanners, and curriculum developers of programs for older adults whoare learning to use word processing software are included.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative

(6) Title: AN INTERPRETATION OF THE EXPRESSIVE CULTURAL PRACTICES OF NONACADEMICALLY ART-EDUCATED 'MAKERS OF ART' IN WISCONSIN
Author: KRUG, DON HERBERT
THE UNIVERSITY OF WISCONSIN - MADISON - PHD 1993 pp: 440
Advisor: NEPERUD, RONALD W.

Source: DAI-A 54/09, p. 3299, Mar 1994

Research Problem: I have traveled throughout the state of Wisconsin, from August 1991 through May 1993, collecting oral life narratives frompeople who make things in their home. The "stories" the people toldme about their expressive cultural practices, as makers of art, werealways different from one another, and each was richly textured anddiverse. While some were simply told, other stories were quiteelaborately articulated. The research is grounded in six of themaker's story events. As re-presented, the narratives weave togetherthreads of the makers' past experiences and their social lifebiographies. In the thesis, I argue that the story events the makersarticulate about their expressive cultural practices reveal subtledetails in the formation of their cultural identity.

The central issue of this thesis concerns how power operates insociety, through aestheticized discourses, to privilege and/ormarginalize certain groups of people who make things. It examines howpower is connected to communication systems, social mechanisms, andinstitutional strategies that link people's everyday livedexperiences and practices with various art-culture systems ofaesthetic discourse. Additionally, it details how exploitivepractices are used to circulate selected meanings and values bymembers of the different art worlds in society. The problem pertainsto how particular makers of art are stereotyped within distinctionsthat carry pejorative meanings and values. By making problematicthese distinctions, I focus on how the distinction of makers asoutsiders is used as a derogatory marker of social differencedisguised as cultural difference. I argue, that the things peoplemake in the practice of their everyday life are significant forms ofvisual material culture, since the makers' practices mark a time,place and event in the formation of their cultural identity. Thethesis explicitly examines the social and historical positioning ofoutsiders as a categorical distinction and its affect and influenceon the visual expressive cultural practices of particular makers ofart in Wisconsin.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-historical-hermeneutic

(7) Title: ADMINISTRATION OF SERVICE ACTIVITY IN THE SCHOOL BAND PROGRAM WITHIN SCHOOL CULTURE (BAND SERVICE ACTIVITIES)

Author: ALBRECHT, GARY L.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 293

Advisor: OLSON, GERALD B.

Source: DAI-A 54/09, p. 3304, Mar 1994

Research Problem: This case study investigated the administration of service activity in the band program within school culture. School culturewas determined to be those beliefs, values, and traditions shared bymost school participants. Three broad context questions emerged asthe cornerstone of this study: (1) Is there an acknowledged schoolculture? (2) Does the band (as class and/or as service activity) playa role in promulgating school culture?, and (3) Does the schoolprincipal administer band class differently than band serviceactivity?

The site for the study was chosen because (1) at the time of thisstudy the band program in the school was perceived as successful, (2)both band teacher and principal were regarded highly in theirrespective fields, and (3) band service activity was acknowledgedmutually by band teacher and principal as important. In keeping withthe selection of leaders and programs based on success, three leadteachers, three band student leaders, three non-band student leaders(e.g., class officers, student council members), principal, and bandteacher were selected for in-depth interviews. Printed materials,video tapes, and many hours of personal observation supplemented thedata which was gathered in interviews. This study resulted in the following conclusions: (1) a keyrelationship existed between the band teacher and the principalregarding the acceptance of the band's role as service activity inschool culture, (2) school culture is

NOW--a presentphenomenon--inasmuch as we live it while we are in school and wefreeze it in our memory when we graduate, and (3) band as class ismost understood by band teacher (in some cases only understood byband teacher) while other participants in the school culture(teachers, students, and administrators) understand and view bandprimarily as service activity.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative

(8) Title: LIVING THE INDIVIDUAL-SOCIETY DUALISM IN EDUCATIONAL ACTION

Author: BRENNAN, MARIE THERESE

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 384

Advisor: POPKEWITZ, THOMAS

Source: DAI-A 54/07, p. 2440, Jan 1994

Research Problem: Practices associated with the individual-society dualism present a pervasive problem for the field of education. The two polesof the dualism rely either on individualistic explanations whichcannot explain social change or on presumed forms of collectivitywhich cannot explain difference, identity or agency. As shown in aclose reading of the literatures of reflective teaching, actionresearch, critical pedagogy and feminist pedagogy, many radical formsof curriculum attempt to challenge individualism by calling oncollectivity, but fail to recognize that their own projects arethemselves implicated in the continuation of the dualism by allowingits binarism to remain unchallenged. The study examines the intersection of broad debates aboutteacher education, curriculum theories, pedagogy and issues of powerin a specific elementary teacher education classroom in which theauthor taught. The multiple intersections of the site are explored byjuxtapositioning readings of curriculum traditions with a criticalethnographic study of the construction of a syllabus and itsenactment in a university classroom. The sites of syllabusconstruction and teaching are shown to intersect unequally with othersites in the university which sponsors the program, with the stateDepartment of Public Instruction which promulgates standards for theprogram, with the traditions of curriculum theorizing available, andwith the previous history, political interests and teachingstrategies of the teacher. The study shows how individualism is sedimented in the classroomthrough a range of historically derived practices such as assessmentand licensing standards. These practices predominate even where theindividual-society dualism is significantly challenged in a singleclassroom.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical-ethnographic. Action research.

(9) Title: BECOMING A MOTHER IN HIGH SCHOOL: THE LIFE HISTORIES OF FIVE YOUNG WOMEN (TEEN PREGNANCY, MOTHERHOOD)

Author: BURDELL, PATRICIA ANN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 411

Advisor: APPLE, MICHAEL W.

Source: DAI-A 54/10, p. 3660, Apr 1994

Research Problem: One of the most important issues under frequent discussion in contemporary educational policy and practice is that of teenpregnancy. The voice most often missing in this discussion is that ofthe young women who are the objects of our concern. This studyattempts to provide an avenue for these voices. It emerges from thecritical theoretical and research perspective of the sociology ofschool knowledge and utilizes life history methodologies follow fivehigh school women through pregnancy, childbirth and the first monthsof motherhood. The work of Michel Foucault and a constructivistapproach to feminist critical studies provide the theoreticalframework.

The focus of this study is the way in which these high schoolwomen construct their experience. The primary goal is to advance thelife histories while at the same time making

visible the materialsocial practices and power relations that structure them. This isaccomplished by two dynamics that frame the life histories. First, anexamination of the discourses and practices that form the subjectposition of "teen pregnancy" is juxtaposed against the narratives.Secondly, theoretical notions regarding "subjectivity", "experience"and the shifting and complex activities of "identity construction"frame the construction of the narratives and the concludingdiscussions. This study reframes the "problem" of teen pregnancy and raisescritical questions about pregnancy, motherhood and schooling.Concluding discussion offers educators new ways to think about thecomplexities that emerge from the life histories.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(10) Title: LATINA REPRESENTATION IN 'SQUARE ONE TV' (EDUCATIONAL TELEVISION, TELEVISION)
Author: ELENES, CLAUDIA ALEJANDRA
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 307
Advisor: DEVANEY, ANN
Source: DAI-A 54/04, p. 1214, Oct 1993

Research Problem: This study of the Children's Television Workshop program Square One TV was conducted with a three prong method of analysis:textual, rhetorical, and viewer. The textual and viewer analysis wasadapted from Jauss' reception theory, and the rhetorical analysisfrom Eagleton's literary theory. The analysis was conducted at anideological level and informed by Chicana feminist theory. In orderto document viewer's readings, thirty-one Chicana and Latina girlsfrom various Wisconsin communities were interviewed.

The results of this study indicate that the production of SquareOne TV is the result of the educational and political ideologies ofthe 1980's which gave special emphasis on mathematics and scienceeducation. Through the textual analysis of selected segments of theprogram, and a rhetorical analysis of design documents, I was able touncover the presence of conservative and liberal ideologies of raceand gender. Some of the students interviewed were also able touncover some of these ideologies. At the same time, the studentsdemonstrated the influence of their own cultural identity in thereadings and negotiations of educational television texts.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-ethnographic

(11) Title: A READER-RESPONSE ANALYSIS OF HYPERMEDIA
Author: KIRBY, LENORE S.
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 288
Advisor: DEVANEY, ANN
Source: DAI-A 54/04, p. 1217, Oct 1993

Research Problem: Reader-response theory was used in this study to consider educational uses of hypermedia as communications. Objectives were toreview the construction of hypermedia's subjects and to consider therelation of its organization of knowledge to authors' intentions andusers' interpretations. Conclusions were drawn based on a review ofthe literature about hypermedia in general and an analysis ofCatTutor, a program written to teach librarians to catalog computerfiles for an on-line database.

A triangulated design was used to examine the roles andinteraction of the author, the text, and the user in meaning-making,with the user's role being the most important. Hypermedia literaturerevealed authors' intentions and an analysis of the text; little hadbeen written about user interpretations. For CatTutor, authors'intentions were determined through interviews; the program wasanalyzed as a text; and user

interpretations were examined by meansof written tests, interviews, and traces of users' paths through theprogram.

Findings showed that hypermedia can support a broad range ofviews of users, from passive receivers to active constructors ofknowledge. Correspondingly, hypermedia supports a range of views ofknowledge, from absolute or concrete to dynamic or fluid. Authors'views of users and knowledge may be distorted by the limits of theparticular authoring software and by the necessity of presentingknowledge in small chunks in hypermedia. User interpretations areinfluenced by the amount of freedom they are given in determining theorder in which they access information; their ability to rearrange,add to, or revising existing information; and from cognitiveoverload. Cognitive overload may arise from unfamiliarity with theknowledge, inexperience with hypermedia, or difficulties operatingthe hardware. In instructional settings, the inclusion of optionalinteractive sequences also adds to users' sense of control over theirlearning. Hypermedia can be used in educational reform, which demands newroles for teachers and students, or it can maintain the status quo.The amount of control given users in navigation and knowledgeconstruction was found to be the most important issue in hypermedia'spositioning of users.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-evaluative.

(12) Title: A READER-RESPONSE ANALYSIS OF 'A BOOK FROM THE SKY': A POSTMODERN EDUCATIONAL ENTERPRISE

Author: MA, YAN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 486

Adviser: DEVANEY, ANN

Source: DAI-A 54/09, p. 3311, Mar 1994

Research Problem: The objective of the study was to apply reader-response theory to investigate subject positions of age, gender, ethnicity,and profession through a post-structural analysis of an art workentitled A Book from the Sky, which was originally exhibited in Chinain 1988 and 1989. Then it was exhibited in the Elvehjem Museum ofArt, University of Wisconsin-Madison during December 1991 and January1992.

A research design consisting of interviews, questionnaires, andtextual analysis was developed to examine the relationship betweenand among viewer, text, and artist and to explore the relationshipsbetween and among subject positions of viewers, text, and historicalmoments of viewing. The study answered such a question as "Whatmeanings do viewers of different age, gender, ethnicity, andprofession construct in interacting with the Book?" and in a largersense, postmodern art. Participants consisted of nine post-view questionnairerespondents, thirty-five persons who were interviewed on site of theexhibition, and thirty-four Chinese critics whose critiques publishedduring 1989 and 1991. Analysis showed that readings of the Book at different historicalmoments produced different interpretations. Before the TiananmenSquare incident on 4 June 1989, critiques about the Book werepositive. Critiques published after 4 June 1989 were negative andagainst the views expressed before 4 June. The findings also showedthat the diversity and content of meanings were affected by age.Viewers closer in age created similar meanings. Gender was a factorthat influenced the similarities and differences in expressions offeelings and interpretations of codes in the Book. Viewers ofdifferent gender constructed meanings based on things they dealt withdaily, their observations, and experiences. Similarities anddifferences in meanings constructed by viewers were also attributedto viewers' profession. Profession was considered as a socialposition in this study. Most of the viewers related theirinterpretations to their profession. Ethnicity was the most strikingfactor influencing differences in meaning construction in this study.Since the Book relies on intertextuality, Chinese critics createdtheir meanings based on the texts and codes they were familiar withand United States viewers created meanings based on texts and codesin their culture.

Form of curriculum inquiry employed: philosophical-historical.

(13) Title: THE POLITICS OF TEXTBOOK CONTROVERSY: PARENTS CHALLENGE OF THE IMPLEMENTATION OF A READING SERIES (TEXTBOOK CONTROVERSY, PARENTAL OPPOSITION, CENSORSHIP)
Author: OLIVER, ANITA OLIVE
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 336
Advisor: APPLE, MICHAEL W.
Source: DAI-A 54/06, p. 2043, Dec 1993

Research Problem: The focus of this qualitative study was one parents' group which challenged a school district over implementation of theImpressions series. Parents were opposed to the content of someselections and some illustrations which they said were negative,violent, occultic, fearful, or not representative of America.
The initial questions were how do parents organize to oppose atextbook series, and why do parents challenge a textbook series. Howthe controversy started and sustained itself was answered byobserving a textbook challenge that encompassed most of two schoolyears. Why a controversy erupted is revealed in a multi-layeredanalysis of how parents construct their positions in opposition totextbooks. Five layers of the controversy include censorship,parents' rights, liberty of thought or belief, the right to power andcontrol, and professionalism. Censorship and the issue of contentrevealed troubling issues which related to the right of parents toimpact their childrens' education. Liberty of thought versusinfringement on others' rights contrasted with the freedom to think.Parents attempt to recall school board members evolved into astruggle for power and control of knowledge. Attempts to defend theirprofessional status and to define the terms of the controversypositioned the school district in opposition to parents who opposedthe series. The data suggested that this controversy was more complicatedthan simply censorship. The controversy seemed to drive otherwiseconservative residents in two directions. One direction was towardliberalism, the other was toward the New Right. By positioning parents through discourse on the New Right at thebeginning of a controversy, textbooks supporters could tend to drivethem further toward New Right positions. Rather than being positionedon the side of the New Right when the controversy began this groupappeared to be pushed toward rightist positions by circumstances ofthe conflict. The views of this parent group ultimately resonatedwith many of those of the New Right. However they were not connectedwith rightist groups in a formal way at the beginning of thecontroversy. Educational politics intertwine with religious politicsas parents construct coalitions to challenge a school district.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical

(14) Title: TEACHER ALIENATION: EMPOWERMENT AND SOCIAL CONNECTEDNESS IN AN ALTERNATIVE HIGH SCHOOL
Author: RICHARDSON, BAXTER PAUL
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 183
Advisor: NEWMANN, FRED M.
Source: DAI-A 54/09, p. 3314, Mar 1994

Research Problem: This study examines the relationship between selected organizational features of an urban alternative public high schooland teacher alienation at the school. The study addresses three majorquestions: (1) When the organizational features of a high school arecreated by the teachers themselves, does this lead to reduced teacheralienation? (2) What role does the power to conceive and execute playin the reduction of teacher alienation? (3) What role does socialconnectedness play in the reduction of teacher alienation?

To investigate these questions, a qualitative methodologyinvolving two years of on-site observations and six hours of recordedinterviews with each of the full-time staff was employed. The focusof the methodology was to document how teachers did their work in theschool, how socially connected they were with their colleagues andhow effective the organizational practices of the school were inpromoting quality work life for teachers. The study concludes that while organizational structures canreduce alienation, it would be a mistake to conclude that anyparticular set of practices or structures will do so in a predictablefashion. Rather, teachers' perceptions of their power to conceive andexecute, their social connectedness, and their common beliefs aboutteaching and school goals interact with organizational structures toinfluence the nature and extent of alienation.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-philosophical

(15) Title: THE FORMATION OF THE SCOUTING MOVEMENT AND THE GENDERING OF CITIZENSHIP

Author: STERNE, WENDY C.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD . pp: 339

Advisor: POPKEWITZ, THOMAS S.

Source: DAI-A 54/10, p. 3667, Apr 1994

Research Problem: The study examines citizenship and citizenship education discourses in Boy/Girl Scout handbooks related to issues of gender. Agender/ed cultures approach is developed as a way of exploring genderas a fundamental community/culture affiliation in a particularsocio/historical location.

Although the formation of Girl and Boy Scoutings in the UnitedStates in the early twentieth century are often presumed to representa monolithic "Scouting Movement," the two Scoutings representdistinctive cultur/ed forms. The constructs of gender/ed cultures andgender/ed perspectivity are developed and utilized in the study tocompare Boy and Girl Scouting organizers' understandings of"character development" and "citizenship education"--the two statedgoals of both Scoutings. The youth handbooks issued during the earlydecades of the twentieth century are compared as a way ofunderstanding how handbook editors constituted "character" and"citizenship" development.

The formation of the two Scoutings represents efforts tooperationalize particular forms of gender/ed perspectivity as a meansof reshaping a more moral society at a time when gender ideals inAmerican life were being contested. The two Scoutings are viewed asefforts by two gender/ed communities to secure a "power base" forparticular ideals of "manhood" and "womanhood." While Girl Scoutingrepresented a reaffirmation of "Real Womanhood" ideals, Boy Scoutingrepresented efforts by middle class men to reassert controls overboyhood that had been relegated to the domestic sphere of womenduring the nineteenth century. The assumption in both Scoutings wasthat gender/edness was both constituted by and constituting of "goodcitizenship" in larger community settings. The analysis indicatesthat conceptions of caretaking and caregiving, and of moralauthority, were different in the two Scouting communities: theimplications of these differences are also addressed.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-historical-evaluative

(16) Title: PUBLIC OPINION AND ANIMALS IN CAPTIVITY: INFORMAL LEARNING IN SMALL SOCIAL GROUPS AT THE MILWAUKEE COUNTY ZOO (WISCONSIN, ZOO VISITORS, CAPTIVITY, VISITOR ATTITUDES)

Author: CIESLIK, LINDA JEAN

THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD pp: 216

Advisor: NEUMAN, DONALD B.

Source: DAI-A 54/05, p. 1650, Nov 1993

Research Problem: This study was a qualitative evaluation and comparison of visitor attitudes and behaviors in two settings at the MilwaukeeCounty Zoo.

Using descriptive rather than predictive methods, the researcherobserved and described changes in visitor attitudes andknowledge-related behaviors in the Lowland Gorilla exhibit areasbefore and after changes were made in the physical environments ofthe animal exhibit and visitor spaces.

Analysis of data concentrated on the effects of exhibitenvironments on visitor attitudes. It described how attitudes andknowledge-related behaviors were related in settings that providedopportunities for informal learning in small social groups. Research commenced in the old primate facility in October andNovember of 1991 and ended in the new Great Ape complex in Octoberand November of 1992. Data were gathered using qualitative methods ofparticipant observation and informal conversational interviews. Qualitative evaluation of unsolicited visitor comments andinformal conversational interviews revealed that attitudes toward thephysical appearance of the animals changed when the animals wereviewed in the context of a naturalized as opposed to an architecturalenvironment. Visitor attitudes towards the exhibit environmentaffected their interpretations of the animals' appearance. However,improved visitor attitudes towards the environment did not affecttheir emotional responses towards the perceived condition of theanimals' confinement in the new setting. These responses werenegative in both settings. Knowledge-related behaviors and cognitive processes were affectedby the physical environment in both settings. Visitor attitudestowards the animals were affected by opportunities to gaininformation which provided a basis for appropriate interpretations ofanimal appearance and behavior.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative-philosophical

(17) Title: A COMPARATIVE STUDY OF MONTESSORI AND UNIT-STRUCTURED PROGRAMS IN TAIWAN (CHINA)
Author: CHENG, JUI-CHING ESTELLA
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 360
Advisor: PRICE, GARY GLEN
Source: DAI-A 54/09, p. 3317, Mar 1994

Research Problem: This study focuses on the following questions. What are the specific features of the Montessori method in Taiwan? What arethe different effects of the Montessori program and theUnit-Structured program? The loci of effect include IQ,task-attention, personal-social performance, adaptive ability andcognition. In addition, sex and age differences are discussed.

Thirty pairs of children, matched in social class, chronologicalage, sex, birth order, parental education, and teacher's personality,were the subjects of this study. In addition to quantitative methods,qualitative methods were used to supplement this comparativeresearch. In-class video taping of teachers and childrenparticipating in activities led to a more thorough description of thetwo programs. In addition, Q-sort and Monotonic MultidimensionalScaling analyses of teachers' views served to check the extent towhich teacher differences may account for demonstrated programdifferences. No program differences were found in IQ, Cognitive Development,and Adaptive Development. However, program differences weresignificant in some subdomains of Task- Attention, andPersonal-Social Development. Neither program was found to be consistently superior to theother. Children in the Unit-Structured program gained more than thosein the Montessori program in one subdomain of Personal-SocialDevelopment--Expression of Feelings/Affect; while children in theMontessori program progressed more than those in the Unit-Structuredprogram in another subdomain of Personal-Social Development--Coping.The programs did not differ significantly in other subdomains ofPersonal-Social Development. Children in the Unit-Structured programprogressed more than those in the Montessori program inTask-Attentiveness in Center activities (individual or small

group);children in the Montessori program improved more than those in theUnit-Structured program in Task-Attentiveness in Composite activities(Center and large Group). However, questions about the stability ofthe Task-Attention measure were raised in data analysis; and,therefore, these results are only tentative and require furtherstudy. From a qualitative assessment of teachers' views about education,it appeared that teachers in both programs tended to favor a free,child-centered curriculum. However, there were some differences intheir teaching styles and classroom activities. Discriminant analysesof classroom behavior provided a more detailed description of thesedifferences.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative, philosophical

(18) Title: A GROUNDED THEORY OF PROGRAM QUALITY IN MASTER'S EDUCATION
Author: HAWORTH, JENNIFER GRANT
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 304
Advisor: CONRAD, CLIFTON F.
Source: DAI-A 54/09, p. 3342, Mar 1994

Research Problem: The purpose of this study was to construct a theory of program quality in master's education. I defined a high-qualitymaster's program as one which provides enriching learning experiencesfor students that meaningfully contribute to their growth anddevelopment. This study was informed by one research question: Whatprogram attributes contribute to enriching learning experiences forstudents that lead to positive learning outcomes? Three subquestionswere asked: (1) what actions do stakeholders take to implement theattribute? (2) what are the consequences of these actions forenhancing students' learning experiences? and (3) what are thepositive effects of these learning experiences on students' growthand development?
I chose a method in which stakeholder perspectives served as theprimary data sources in constructing a grounded theory of programquality. Altogether 781 people representing six "stakeholder" groups(institutional administrators, program administrators, faculty,students, alumni, and employers) in forty-seven master's programswere interviewed. Eleven disciplines and 31 colleges and universitieswere represented in the sample. I used the constant comparative method--a mainstay of groundedtheory studies--to analyze interview and written program materials.This analytic approach provided a systematic method for identifyingand knitting together attributes, and clusters of attributes, into aunified theory or program quality. Based on my analysis, I developedan "investment theory" of program quality that was made up ofseventeen attributes grouped into five clusters. Put simply, my investment theory of program quality holds thathigh-quality master's programs are animated by people who makesignificant investments of time and effort in their programs. Thatis, the individual and collective "investments" of time and effortmade primarily by program administrators, faculty, and students arecritical to understanding variation in the quality of students'learning experiences. In this study, heavy investments consistentlyenriched students' learning experiences, whereas weak investmentsconsistently diminished them. In particular, I found thatstakeholders who invested significant time and effort in fiveclusters of program attributes--diverse and invested participants,participatory cultures, interactive teaching and learning, connectedprogram requirements, and adequate resources--consistently developedand sustained master's programs of high-quality.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical-evaluative

(19) Title: THE RISE AND FALL OF AMERICAN HERBARTIANISM: DYNAMICS OF AN EDUCATIONAL REFORM MOVEMENT (PEDAGOGY)
Author: CRUIKSHANK, KATHLEEN ANNE
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 995
Advisor: KLIEBARD, HERBERT M.

Source: DAI-A 54/06, p. 2072, Dec 1993

Research Problem: The apparently short-lived career of American Herbartianism is examined in this attempt to reveal the underlyingdynamics of curriculum reform. In recognition of the organic andembedded nature of change, attention is given to the development ofteacher education, the formal and informal institutions andprofessional organizations which sought to develop it, and thecultivation of a public perception of need for those educationalservices. The development of Herbartianism is then examined withinthat context, as it served the personal and professional purposes ofthose involved in building such institutions. In seeking the effectsof Herbartianism on classroom teachers, attention is given toprecedents in pedagogy, as well as to the ways in which Herbartianismand the contemporaneous development of child study offered teachers asense of efficacy and potential for the professional stature theywere being constantly admonished to seek. Attention is also given to the roles played by AmericanHerbartianism in the lives of Charles DeGarmo, Charles McMurry, FrankMcMurry, and Thomas Gentle, as well as John W. Cook, ZachariahXenophon Snyder, Nicholas Murray Butler, and George P. Brown, and tothe way in which their involvement with Herbartianism intersectedwith the interests of William Torrey Harris, G. Stanley Hall, andFrancis W. Parker in struggles over domination of the nationaleducational discourse, the conflict of traditional values with theperceived encroachment of materialism, the definition of psychologyas an academic discipline, and the proper relationship of curriculumtheory to classroom practice. The career of American Herbartianism istraced through its functions in the legitimation of universitydepartments of education, the establishment of a professionalknowledge base in normal schools, and the redefinition of nationaleducational inquiry through the founding of the National HerbartSociety and its evolution into the National Society for the Study ofEducation. The study concludes that curriculum reform movements aredriven by the extent to which they function to further the personalaspirations and professional status of those involved with them andare successful to the extent that they are incorporated within theongoing pedagogical discourse.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-deliberative

(20) Title: INFLUENCES ON THE CHANGING ROLE OF THE MATHEMATICS TEACHER (TEACHER ROLES)

Author: CLARKE, DOUGLAS MCLEAN

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 528

Advisor: ROMBERG, THOMAS

Source: DAI-A 54/06, p. 2081, Dec 1993

Research Problem: In an era of reform in mathematics education, a central issue concerns those factors likely to influence change processes inteachers implementing innovative mathematics curricula. This casestudy research investigated changing teacher roles associated withtwo teachers' use of innovative mathematics materials at grade sixlevel. As part of a professional development program, the teacherstaught a unit of work from an NSF-funded curriculum project, themathematical emphasis of which was measurement and describing andusing patterns in data.

Using daily participant observation and semi-structuredinterviews with the teachers, school administrators, and the projectstaff member responsible for providing in-school support, a pictureemerged of changing teacher roles and of those factors influencingthe process of change. One teacher demonstrated little change ineither espoused beliefs or observed practice over the course of thestudy. The major change in both espoused beliefs and observed andacknowledged practice for the other teacher concerned his increasingcomfort with posing non-routine problems to students and allowingthem to struggle together, without suggesting procedures by which theproblems could be solved. This teacher also increasingly provided structured opportunitiesfor student reflection

upon activities and learning. The majorfactors influencing this teacher's professional growth appeared to bethe provision of the innovative materials and the daily opportunityto reflect on classroom events in conversations and interviews withthe researcher. Such reflection focused largely on the work ofindividual students and the issue of "teaching as telling." A six-component categorization of teacher role provided a usefulframework for the portrayal of changing teacher practices. As well,twelve factors were identified as influencing the process of changingroles in this study. The case studies of the two teachers did notprovide a basis for the development of a new model of the process ofchange. However, the categorization of teacher role and theidentification of those factors influencing teacher change shouldinform the design and implementation of future professionaldevelopment programs and provide additional analytical tools for theuse of other researchers investigating teachers' professional growth.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(21) Title: ASSESSMENT IN A SECONDARY MATHEMATICS CLASSROOM
Author: WILSON, LINDA MARIE DAGER
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 360
Advisor: ROMBERG, THOMAS
Source: DAI-A 54/08, p. 2935, Feb 1994

Research Problem: For any mathematics teacher who is even partially attentive to the current reform movement in mathematics education, itwould be difficult to miss the assessment component of the reformeffort. There are major initiatives underway to change the form andnature of mandated testing, and teachers' workshops and conferencesare crowded with sessions on new forms of classroom assessment. Thenew rhetoric of authentic assessment, comprised of words like"prompts" and "rubrics" has replaced the old vocabulary of "norms"and "stanines."
This study examines how the rhetoric of authentic assessment wasinterpreted by a high school mathematics teacher in a school that hasput assessment reform at the forefront of an ambitious restructuringeffort. It uses data gathered in a semester-long case study of anAlgebra 2 class. Through multiple (3-4 days per week) classroomobservations, interviews, and examinations of teacher-developedassessment materials, an interpretation is given of what this teacherunderstands terms like "authentic assessment" to mean and anexamination is made of how she attempted to implement those ideas inher classroom. Three themes emerged from the study. The first is that onlytests, quizzes, and exams were graded (and therefore valued by boththe teacher and the students) in the Algebra 2 class. Though theteacher held rich stores of information about the students, none ofthis information was overtly incorporated into the grading scheme.
The second theme dealt with the relationships between Ms.League's beliefs and her assessment practice. According to thecategories of Ernest, her beliefs and practice were, for the mostpart, consistent. But closer inspection revealed many discrepanciesbetween the two. Among the explanations for why these discrepanciesexisted are the expectations of others, the institutionalizedcurriculum, the structure of the school, and Ms. League's workingconditions.
The final explanation related to Ms. League's perception ofauthentic assessment. Because Ms. League was operating under alimited understanding of authentic assessment, she viewed her ownpractice as nearly acceptable. Therefore she did not necessarily seea great need to change her practice, other than to change thetextbook.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-normative

(22) Title: FOSTERING THE SELF-REGULATION OF READING COMPREHENSION IN COLLEGE STUDENTS

Author: NICAISE, MOLLY
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 167
Advisor: KRATOCHWILL, TOM
Source: DAI-A 54/06, p. 2099, Dec 1993

Research Problem: This study addressed the development and use of self-regulating comprehension strategies in poor readers. Theoperating assumptions that guided this project were that poor readerssuffer comprehension failure because of (a) a lack of awareness(metacognition) during reading, (b) ineffective strategy use, and (c)poor self-esteem. Strategic researchers (those who value theprocesses expert readers use during reading) aim to improvecomprehension among poor readers by enhancing their reading awareness(i.e., monitoring comprehension) and strategy selection. Not only iscomprehension demonstrated to increase after training, butconsiderable evidence is accumulating regarding the positiveinfluences strategic training has on students' self-efficacy. Theprimary research question addressed in this study concerned theefficacy of a comprehensive, reading treatment intervention asdelivered to college-level students who had reading comprehensiondifficulties. The focus of treatment was to increase each student'smetacognitive awareness while reading and to provide the student withpractice using strategies that expert readers use during reading. Asingle subject, multiple baseline design across four reading skillsand four individual subjects was implemented, and the evaluation oftreatment involved: (a) treatment effectiveness; (b) consumersatisfaction; (c) treatment integrity; and (d) academicself-efficacy. Major findings in this study revealed that all study participants improved on four explicit reading skills and madeconsiderable improvement in reading comprehension; in fact, three offour study participants made substantial gains on the standardized Nelson-Denny Reading Test. In addition, all study participants foundthe training program to be highly satisfying, and all reportedconsiderable improvements in their academic self-efficacy.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-action research

(23) Title: THE CONSTRUCTION OF SCIENCE IN A HIGH SCHOOL GENETICS CLASS (GENETICS INSTRUCTION, CAI, PROBLEM-SOLVING)

Author: FINKEL, ELIZABETH ANTONIA
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 327
Advisor: STEWART, JAMES
Source: DAI-A 54/08, p. 2970, Feb 1994

Research Problem: A framework derived from sociological studies of science was used to inform a study of a high school genetics class in whichgroups of students use a computer simulation (Genetics ConstructionKit) to revise explanatory models in genetics. The study focused onthree aspects of students' work: The process of model revision; howmodel revision relates to students' knowledge of genetics and modelrevising, and metacognitive knowledge; and, the interactions thataffect groups' conceptions of problems and problem-solving.

Students' work during model revision can be understood in fourstages: Recognizing anomalous aspects of the data, making crosses tocollect data, constructing multiple models, and assessing andapplying those models. As they work, students use their knowledge of genetics toidentify anomalous aspects of new populations, and as a basis for newmodels they construct to explain anomalies. Knowledge of modelrevision is used as a way to develop procedures for model revisingthat allow the production of models that can explain and predictcross results. Metacognitive knowledge allows students to "keeptrack" of what they

have done and what they intend to do, and to makeconnections between procedures like making crosses or recognizinganomalies and genetics concepts, often resulting in the production ofan explanatory model. students' conceptions of problems and problem-solving strategiesare affected by two kinds of interactions. Students collaborate withpeers to share knowledge, develop models that work, and to decide howto revise models, and students either negotiate with the teacher tofind out how much she will tell them, or are instructed by her. It is apparent that a framework derived from the sociologicalstudies of science can be used to investigate and understand thedevelopment and use of scientific knowledge in some scienceclassrooms. In addition, the success of this study at using students'"natural" conversations as a source of data for investigatingproblem-solving situations implies that this method can be applied inother instances where the goal of the study is to determine howstudents construct and use knowledge during problem-solving.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative

(24) Title: THE PRACTICE OF IN-DEPTH STUDY IN THE SECONDARY SOCIAL STUDIES CLASSROOM
Author: ROSSI, JOHN ALLEN
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 321
Advisor: LOCKWOOD, ALAN L.
Source: DAI-A 54/09, p. 3395, Mar 1994

Research Problem: The dominant model in social studies education at the secondary level is one of knowledge acquisition. One consequence ofthis model is to reduce social studies instruction to the memorizingof facts, largely unconnected to any larger issues. Critics of thisaddiction to the coverage of facts assert that it promotes mindlessinstruction and fosters student disengagement. Emerging from thiscriticism is a call for in-depth instruction.
This study proposes a definition of in-depth study and exploreswhat it looks like in practice. The research is guided by threequestions: (1) how and why is knowledge selected, organized, andutilized in the depth classroom? What meaning do students give to theknowledge? (2) what is the nature of the interaction in theclassroom? What meaning does the interaction have for students? (3)what teaching dilemmas do teachers face in the practice of in-depthstudy?
Gathering data from classroom observations, interviews withteachers and students, student surveys, and other artifacts, thestudy contains portraits of what in-depth study looks like inpractice in two high school classrooms. The author asserts that: (1) the knowledge in these classrooms isorganized around essential questions and is utilized by students toevaluate public and private decisions; (2) classroom discourse,sometimes student-centered and sometimes dominated by the teacher, isa central means by which students give meaning to knowledge; (3) theteacher's attempt to solve pedagogical problems led to a series ofteaching dilemmas centered around the questions: (a) whose knowledgeis of most worth? (b) how do you create a safe, open, but challengingenvironment to students to struggle with knowledge? and (c) dostudents have enough information? The sources for these dilemmas layin teacher beliefs and knowledge, the reality of classroominteraction, and contextual factors. (4) Students voiced a differentdisposition toward knowledge at the end of the courses, viewing it asmore tentative, complex, diverse and expressing increased tolerancetoward other ideas and a sense of empowerment about their own ideas. The study discusses the practical challenges to in-depth study,the limits of the research, suggestions for additional research, andsome cautions about and new directions for social studies reform.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(25)Title: TEACHING DIVERSE STUDENTS IN A MIDDLE SCHOOL WRITING WORKSHOP: TEACHER AND STUDENTS AS STORYTELLERS (MULTICULTURAL EDUCATION)
Author: ABT-PERKINS, DAWN
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 435
Advisor: GOMEZ, MARY LOUISE
Source: DAI-A 54/10, p. 3717, Apr 1994

Research Problem: The purpose of this interpretive case study is to understand the dimensions of a teacher's perspective on her writinginstruction with students from ethnic and socioeconomic backgroundsthat differed from her own. A teacher's perspective is defined as theknowledge, beliefs, attitudes, and dispositions a teacher developsthrough her social experience that shape her instructional practices.The study contextualizes a teacher's perspective within her teachingbiography, her school culture, and her life experiences with theintent of exploring the sociocultural and institutional forces on herpractice. The study illustrates how a teacher tells stories of herstudents' lives as a means of addressing dilemmas in her practice.These stories are embedded within sociocultural beliefs gained fromand supported within the teacher's social relationships. The studyconcludes with suggestions of possible ways in which teacherstorytelling could inform teacher education in writing processinstructional theory and multicultural education.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-deliberative

(26) Title: TEACHER EDUCATION, TEACHING, AND ORDER (CLASSROOM MANAGEMENT, STUDENT TEACHING)
Author: CHAWSZCZEWSKI, DAVID JOSEPH
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 181
Advisor: LOCKWOOD, ALAN L.
Source: DAI-A 54/07, p. 2539, Jan 1994

Research Problem: This study applied phenomenology to the issue of teacher education for classroom management. Recognizing the difficulty thatmany student teachers encounter in adjusting to this particularteaching function, an alternative view of classroom management basedon the social construction of classroom reality was developed.Employed, first, as the core for a curricular experiment that offeredalternative understanding of the function of order in classrooms, thenotion was subsequently used to direct an investigation of noviceteachers' experience with classroom management during their studentteaching. Nine student teachers participated in an orientation session heldat the onset of their student teaching semester that employedautobiographical and metaphorical approaches, along with discussionof classroom social reality, to help them develop alternative viewsof classroom order. Then, during the student teaching semester, threeof the participants, all teaching at the secondary level, wereclosely followed through their first teaching experiences. They wereinterviewed at the beginning and end of the semester, periodicallyobserved in the classroom, and debriefed immediately after eachvisit. Three levels of analysis were undertaken in the course of theresearch. First, the orientation sessions were evaluated for theirefficacy in light of the novices' field experiences. Second,narratives of the three focus participants were constructed andexamined, leading to the identification of sententious themes foreach novice that captured the essence of their approach topedagogical dynamics, the term coined to represent their role inconstructing classroom social reality. Finally, the interviewsyielded factors that apparently affected the meaning of pedagogicaldynamics that each had developed over time through experience. In sum, while the orientation was not deemed successful, it didhave unexpected impact, particularly in focusing the novices on thetask at hand. The analysis of the novices suggested that three themesguided their development as classroom managers: perception, the willto act, and their view of the purpose of student teaching.Furthermore, the findings

indicated that attention to noviceassumptions about student and teacher roles merits attention in boththe research and practice of teacher education.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(27) Title: THE IMPLEMENTATION OF MULTICULTURAL EDUCATION DURING STUDENT TEACHING EXPERIENCE: FOUR CASE STUDIES
Author: TAN, SWEE-LIN
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 468
Advisor: ZEICHNER, KENNETH M.
Source: DAI-A 54/09, p. 3406, Mar 1994

Research Problem: This study looks at how four preservice teachers implemented multicultural education in their classrooms during thestudent teaching experience. The goal of this study was to "discover"what actually went on in each of their classrooms when studentteachers said they were teaching multiculturally.
Sleeter and Grant's (1985) typology of approaches tomulticultural education was used as a framework for identifyingstudent teachers' approaches to multicultural education.
Using a field-based research methodology, the researcher, who wasalso the university supervisor of the four student teachers, reliedupon classroom observations, multicultural logs, universitydocuments, work prepared by student teachers for a related studentteaching seminar (including journals, pedagogical autobiographies,units of study, etc.), and interviews with university personnel,student teachers, cooperating teachers, and the school principal.Data are presented in the form of descriptive portrayals of theexperiences of the four student teachers.
The study found limited and superficial multicultural teaching bystudent teachers during the student teaching semester. The studentteachers' personal backgrounds including ethnocentric views,university coursework, pupil diversity, curriculum materials, thecooperating teacher, and the university supervisor were among factorswhich influenced the extent of success level in multiculturalteaching in each student teacher's classroom. Implications of thesefindings for teacher educators are discussed.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: action-deliberative

(28) Title: AN ARTIST IN EDUCATION PROGRAM IN MUSIC: EFFECT AND AFFECT
Author: BURKETT, EUGENIE INES
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 257
Advisor: BARRESI, ANTHONY L.
Source: DAI-A 53/09, p. 3090, Mar 1993

Research Problem: This research examined the Artist in Education program in an effort to describe and evaluate the effects of the program throughthree areas; (1) residency goals and design as formulated by the NEAand State guidelines; (2) participants through their perceived roles,actualized roles and interactions; and (3) shifts in studentaffective attitudes brought about by the residency. This studyexamined one residency within a holistic setting of community andschool by borrowing techniques used in ethnographic research, and toa minor degree some ideas from the theory of cultural capital.Pollard's model for contextualization provided a structure fororganizing, collecting and analyzing data. Additionally, a modeltaxonomy designed for music residencies was formulated from theKrathwohl Taxonomy of Educational Objectives in the Affective Domainwas used to document subtle shifts in students' attitudes and theiraffective responses to the residency activities.
The majority of data was gathered using a Three-Stage Plan. InStage One, interviews of all residency participants were conducted toprovide a background for the residency and its participants.Additionally, documents relating to the residency structure and goalswere

analyzed. Stage Two utilized extended observation of theresidency activities and participant interactions. Stage Three wasconducted at the end of the residency to further document any changeswithin the residency structure. The primary mode of inquiry focusedon a comparison of written documents with activities that actuallytook place. Triangulation of interviews, observations and writtendocuments occurred at each stage to determine if the research methodswere correctly oriented towards the research questions. The research concluded that residency goals, through theresidency design, and participant perceptions of their role withinthe residency, have a direct effect on subtle shifts in studentaffective attitudes. The state arts council, as the implementationarm of the NEA, effects the residency design by funding the project.It is the implementation at the local level, performed by the schooladministration, the resident music educator and the artist, which hasthe most direct effect on the residency and student perceptions.Additionally, all participants were effected by societal,institutional and experiential factors, but it is the students whoseperceptions of the residency, with a combination of these factors,brought about the eventual shifts in affective attitude.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: hermeneutic-phenomenological

(29) Title: HYPERMEDIA, RETENTION AND THE TYPE T PERSONALITY

Author: GRIEST, DIANE CAROL
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 166
Advisor: STREIBEL, MICHAEL
Source: DAI-A 54/01, p. 72, Jul 1993

Research Problem: The purpose of this study was to explore whether suiting the educational method to one's personality would improve on learningand performance. Research centered on the Type T Personality with afocus on the compatibility of the nonlinear format of hypermedia withT-type stimulation-seeking and avoiding characteristics. The studyexplores individualizing instruction by matching the arousal value ofthe instructional element to the learner's preferred level ofstimulation.

The study was conducted using a treatment sample of 120undergraduate college students stratified by gender and 166nontreatment group study participants. Sample was chosen based ondemographic information, computer experience, and T-17 PersonalityProfile Scale (Farley, 1986) score.

Methodology required treatment subjects to process and laterrecall factual information obtained by interacting with a HyperCardcomputer program. A secondary analysis measured computer attitudeaccording to the Computer Attitude Scale (Loyd & Loyd, 1985).

Comparison of treatment group and nontreatment groups confirmedlearning of factual information had occurred through use of theHyperCard computer program. No significant differences were found inretention between Big T and little t subjects on short- or long-termretention, nor in the amount of time spent by subjects in completingthe Preliminary Worksheet.

Data indicated that these learner's temperament did not make asignificant difference in retention or performance when instructionwas administered within a hypermedia environment. Findings suggesthypermedia had been shown as a viable medium for educational purposesfor both stimulation-seekers and avoiders. Results from the Computer Attitude Scale pointed to significantdifferences in computer attitude between T-Type temperaments. Big T's(stimulation-seekers) had more positive attitudes toward computersthan little ts in all areas of measure. Big T's expressed greaterconfidence with computers, less anxiety, and felt computers were moreuseful than little t counterparts. Significant differences incomputer attitudes between temperament treatment groups were alsopresent when separated by gender.

towardscomputers by temperament and gender should be considered as potentialconfounders in conducting future research on computer attitudes.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative

(30) Title: EDUCATIONAL COMPUTING AND THE PRACTICE OF TEACHING: A CASE STUDY (COMPUTING, INSTRUCTION)
Author: HASS, JACQUELINE MARIE
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 412
Advisor: STREIBEL, MICHAEL J.
Source: DAI-A 54/02, p. 412, Aug 1993

Research Problem: Although much has been written about the potential benefits of computers in the classroom, instructional computing hasnot been embraced by teachers in the manner or to the degree whichwas foretold. Many explanations have been offered for this, but itremains to be understood how teachers use computers in their practiceand how the presence of computers impacts upon the socialorganization of their classrooms. This study explores how theunderstandings of teachers and the practice of classroom teaching areconstituted when educational computing is made a part of thecurriculum.

A qualitative methodology was used to explore how teachersunderstand computing and how the computer is incorporated into theirpractice. The single case design permitted a holistic perspective ofthe classroom situation and the meanings technology had for thoseinvolved. A set of dilemmas was constructed, borrowing from the workof Harold and Ann Berlaks, which served to define the understandingsof school knowledge, the purposes of schooling, the meanings ofteaching, and the purposes of computers for the particular teacherinvolved in this study. The data gathered from structured interviewsand from instances of observation-participation in the classroom wereanalyzed employing eleven dilemmas of educational computing. The study reveals that the teacher incorporated the computerbecause she held an image of her teaching practice that included thecomputer. There were particular purposes for which she adopted thecomputers, and these purposes were evident to her before theincorporation of the technology. Thus, computers were incorporatedinto the service of her practice instead of being incorporated intothe classroom curriculum or the organization of the school. The results are discussed in terms of the significance of thefindings for the dilemma framework and the research questions raisedin the study. The implications discussed suggest that teachers mustfind something inherently worthwhile in any innovation before it maybecome part of practice, and that efforts might be well spent inhelping teachers recognize and understand the images which guidetheir practice.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation:

(31) Title: A STUDY OF THE RELATIONSHIP BETWEEN MIDDLE SCHOOL-AGED STUDENTS' TENDENCY TOWARD FIELD-INDEPENDENCE OR FIELD-DEPENDENCE AND THEIR PREFERENCE TOWARD LEARNING IN A COOPERATIVE OR A TRADITIONAL CLASSROOM (COOPERATIVE LEARNING)
Author: HITCHENS, CRAIG H.
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 165
Advisor: DULIN, KENNETH L.
Source: DAI-A 54/04, p. 1215, Oct 1993

Research Problem: This study examined the relationship between middle school-aged students' tendency toward field-independence orfield-dependence and their preference toward learning in acooperative or a traditional classroom. To that purpose, two 2-weekpoetry units were presented to four sections of seventh gradestudents (N = 92) in a predominately white, middle class setting.Each section was taught in both a cooperative learning setting(formal, teacher trained) and in a traditional classroom setting.Each section also was taught both poems. (See study for structure.)

Immediately following the 2-week instruction and testing,students were given an 8-item questionnaire on which they were toindicate a preference for working alone (traditional), or workingwith others (cooperative). They were also given the Group EmbeddedFigures Test (Within, et al., 1971). Four hypotheses were tested, the major one of which was: Therewill be a significant negative correlation between students' levelsof preference toward working with others in a cooperative learningstructure and the students' tendency toward field-independence asmeasured by the Group Embedded Figures Test. A Pearson Product-Moment Correlation Coefficient was generated totest this major hypothesis. A negative correlation (r = $-$.2637) wasfound to exist at the p =.005 level of significance, leading theresearcher to conclude that though the support of cooperativelearning is overwhelmingly positive (and rightly so), it is not themethod of preference for all of the students, all of the time. Forthose students who show a clear tendency toward field-independenceand learning alone, opportunities for so doing should be provided.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: scientific

(32) Title: TEACHING OTHERWISE: FEMINISM, PEDAGOGY AND THE POLITICS OF DIFFERENCE Author: ORNER, MARILYN BETH
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 209
Advisor: ELLSWORTH, ELIZABETH
Source: DAI-A 53/08, p. 2668, Feb 1993

Research Problem: This study explores a number of issues of import to feminist educators and activists engaged in struggles against variousforms of oppression. It looks at what it means for those of us whoteach to work against sexism, racism, ableism, anti-Semitism,heterosexism and class oppression inside the classroom. It tries toexplore alternative ways of understanding "resistance " by studentsto education which is supposed to "empower" them.

Concepts such as identity, subjectivity, language, power andcontext are analyzed through feminist poststructuralist theories inorder to reframe issues regarding the politics of teaching andclassroom practice. One of the goals of the study is to show thesignificance of feminist poststructuralist perspectives forrethinking pedagogy. The research presented here examines howpedagogical practices grounded in poststructuralist understandings ofotherness and difference dislocate and relocate teachers andstudents. It investigates how teachers are implicated in thetransformations they expect students to make with regard to culturaland social identities and knowledge. The study relies upon a politics of difference and interpretationwhich avoid placing the teacher in the master position of 'knower'and the student in the subjugated position of learner and of 'thatwhich is to be known'. As teachers and as students, we are located ina nexus of multiple, shifting social relations and identities. Inthis study, I explore my pedagogical practice and how I see myself asa teacher. I use student narratives produced in, through and about awomen's studies class I taught as data to investigate and unsettletraditional and oppositional approaches to teaching. This study can be seen as an intervention into college levelteaching and research by examining aspects of

women's studiesscholarship in need of further elaboration. The study argues forsituated approaches to pedagogy and research which take into accountthe possibilities and limitations of the context-specificconjunctures of identity, subjectivity and historical moment.
Form of curriculum inquiry: philosophical-phenomenological

(33) Title: POWER OR PEDAGOGY: CHOOSING THE MEDIUM OF INSTRUCTION
IN TANZANIA (EDUCATIONAL LANGUAGE, LANGUAGE

Author: ROY-CAMPBELL, ZALINE M.
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 319
Advisor: TABACHNICK, B. ROBERT
Source: DAI-A 54/03, p. 798, Sep 1993

Research Problem: The choice of the language through which schooling is rendered is often a contentious issue in multilingual countries. Itis particularly problematic in post-colonial countries like,Tanzania, where in addition to the local languages there is thelanguage of the former colonizers, a foreign language. A majorquestion facing many of these countries is whether to maintain theforeign language as the language of education or institute one of themany local languages as that medium.
This study examines Tanzania as one instance of this contentiouseducational language issue. Tanzania is a multilingual country which,unlike many other post-colonial countries in Africa, has a commonlocal language which could be used as the language for all levels ofschooling. However, Tanzania continues to use a foreign language,English, as the language of post-primary school education.
The issue of educational language choice is intertwined withquestions of power, as access to the linguistic medium for culturalreproduction and knowledge production in a society affects the lifechances of the people in a society. The Tanzanian power elite hasused the apparatus of the state to legislate language policy in alldomains, including education. A major question which arises is onwhat criteria does it base its choice. How the educational language policy affects Tanzanian students isan important consideration in this study. A large section of theschool population is hindered in the acquisition of school knowledgeby the medium through which that knowledge is communicated. Yet theproblematic language remains as the linguistic medium of education.The motivations behind the political leadership's maintaining of theEnglish language as the medium of instruction are seriously calledinto question. The issue has moved from the pedagogical to thepolitical domain.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical synthesis-evaluation

(34) Title: COMPASSION AND CONVICTION IN INSTRUCTION: AN ANALYSIS OF A
SYNTHESIS (JUDAISM, TEACHER ATTITUDE)
Author: BECKER, EPHRAIM DAVID
THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD

Advisor: WESSON, CAREN L.
Source: DAI-A 53/07, p. 2219, Jan 1993

Research Problem: An exploration of classical Jewish sources was conducted to develop a theoretical model of how those sources would envision asynthesis between compassion (sharing the present needs of thestudents) and conviction (sharing the future needs of the students)in instruction. The review of literature covers educational theoryrelating to the conviction-compassion compromise. Teachers typicallycompromise warmth when they present standards, even though there isno theoretical reason for standards or directiveness to

compromisethe caring relationship. Chapter Three introduces and defines four concepts which arerelated to instruction and which derive from the Musar literature.These are (1) recognizing a limitless set of human needs, present andfuture. This theoretical set is called standards; (2) recognizing anideal interpersonal relationship, called a promotive stance;(3)striving to clarify and meet those ideals; and (4) reflecting onthe self-needs which impede striving. Instruction often involves emphasizing the future needs of thestudent. The teacher may override the students' present needs, due topriorities, but they may not be negated. For instruction to besuccessful the promotive stance needs to be assumed towards thepresent needs of the student even if they are not being addressed orsolved. The promotive stance is defined as (a) recognizing theentitlement of a person to the satisfaction of his/her needs; (b)wishing the other the satisfaction of his/her present and futureneeds so that they might feel no sense of deficiency; and (c) sharing(empathically) with the person any of his/her deficiencies. To illustrate the model, an urban classroom is observed anddescribed, and the four concepts are used as a model for interpretingthe teacher's stance. The model is useful for identifying subtleareas of self-need in the teacher. For the model to be maximally useful, the teacher needs to makepersonal choices to activate the promotive stance and to exploreself-needs. Future research should explore the motivations for suchchoices as well as the actual importance and relative valence of eachof the four concepts. The discussion focuses on implications of themodel for teacher assessment, development and motivation.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-evaluative

(35) Title: COGNITIVE APPRAISAL, COPING, AND NEGATIVE ADAPTATIONAL
OUTCOMES IN THE OCCUPATIONAL ROLE OF TEACHER-COACH
Author: PINAHS-SCHULTZ, PAMELA
THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD pp: 129
Advisor: MOLNAR, ALEX
Source: DAI-A 53/09, p. 3097, Mar 1993

Research Problem: This study examined relationships among cognitive appraisal (work commitments and work commitment endangerments),coping, and negative adaptational outcomes (job satisfaction,psychological and somatic symptoms) in a sample of 148 dual-roleteacher-coaches from NCAA Division III colleges. The sample of male(n = 84) and female (n = 64) teacher-coaches completed questionnairesdesigned to measure: (a) the personal importance of variouswork-related job demands or commitments, (b) teacher-coaches'perceptions of the extent to which work commitments were endangered,(c) the coping efforts of teacher-coaches in dealing with job-relatedstress, and (d) the intensity of negative adaptational outcomesexperienced by teacher-coaches. Correlational and multiple regressionanalyses indicated positive and significant relationships betweennegative adaptational outcomes and the interactive consideration ofthe relative importance of work commitments and the extent to whichthese commitments were believed endangered (work-related threats), aswell as significant relationships between coping choices and negativeadaptational outcomes. More specifically, threat to coaching programinvestment and the coping choice of focusing on and venting ofemotions combined to predict the negative adaptational outcomes ofwork burnout, emotional problems, and low job satisfaction.Generally, greater perceived threat to work-related goals led togreater burnout, feelings of insignificance, lack of job performancesatisfaction, and low job satisfaction. Contrary to previous studies,these teacher-coaches reported high to moderate levels of most of thenine negative adaptational outcomes examined. This research suggeststhat teacher-coaches will experience negative adaptational outcomeswhen personally important work commitments are involved, and thosecommitments are believed endangered. Coping choices made in thepresence of this relationship can influence the severity of theeffect.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: phenomenological-scientific

(36) Title: SCHOOL CULTURE AND LANGUAGE ARTS REFORM: RESEARCH IN AN URBAN ELEMENTARY SCHOOL PARTICIPANT

Author: ARNETT, MARJORIE JOAN
THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD pp: 195
Advisor: PODESCHI, RONALD L.
Source: DAI-A 54/02, p. 417, Aug 1993

Research Problem: This participant research describes, analyzes, and interprets ways teachers in a large urban elementary schoolnegotiated the process of curriculum change within the school culturedureing the second year of a state mandated language arts reform. Thenew curriculum model is a change from the practice of teachingreading using a skill-oriented approach based on behavioralphilosophy to a literature-based integrated language arts curriculumbased on a whole language philosophy. The school is structured bygrade level, class sizes are large, teacher attrition rate is high,and test scores are low. Many students in the school, including alarge number whose first language is Spanish, are ascribed a lowstatus by the larger society. The theoretical framework draws from aliterature base involving language arts curriculum and instruction,language minority students, effective schooling, the change process,school culture and qualitative methodology. The participant research model presented a set of ethical,political, and methodological challenges, but it also provided aunique insider's perspective. Primary sources and descriptive dataincluded open-ended interviews, weekly teacher response cards,teacher diaries, researcher diaries, lesson plans, curriculum guides,photographs, memos, and classroom visits. Analysis became an ongoingpart of the data collection process. Corroboration by others both onand off the site helped to validate conclusions. Emerging themes included the following: Architecture, schedules,and the presence of three different programs at the site combined tocreate a context where communication was severely limited exceptamong program and geographic groupings. A dominant faculty culturedid not exist. Instead, common beliefs were found within segments ofthe school and these subcultures significantly influencedimplementation of the reform. Implementers did so in response toinfluences within the school, not in response to the state mandate.They held common beliefs about curriculum, instruction, the role ofthe teacher, and the reform. Implementers were more positive aboutthe capabilities of their students, worked together collegially, andutilized the reading specialist. Mixed messages related to the reformwere given and received all along the public school hierarchy. Inspite of these and other obstacles in the system, two subcultures encouraged implementation of the reform.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative-action research

(37) Title: TOWARD A GROUNDED THEORY OF CURRICULUM INTEGRATION (INTEGRATED PROGRAMS)

Author: SCHLAIS, MARY COLBY
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 168
Advisor: CONRAD, CLIFTON F.
Source: DAI-A 54/03, p. 837, Sep 1993

Research Problem: This study was aimed at the discovery of a grounded theory of curriculum integration in higher education. Three main researchquestions guided the study: (1) How are integrated curriculasuccessfully implemented? (2) What are the elements that

collectivelydefine integration? (3) What effects do students and facultyassociate with having participated in integrated programs?
The constant comparative method was the model used for dataanalysis with findings and conclusions based on data gathered in acase study of a particular type of integrated program,interdisciplinary studies. A stakeholder-centered approach, anchoredin the responses of program participants, provided the organizingframework of the study. Consonant with the stakeholder model,interviews with students and faculty were the main source of data.
The theory is presented in a narrative style, using conceptualcategories and verbatim responses of program participants to proposeelements of successful implementation, elements of connectedness, andoutcomes of integrative experiences. The overall conclusions of thisstudy were that successfully integrated programs are dynamic andpeople-driven, they embody many elements of connectedness, and thereare major effects associated with the connected experiences ofintegrated programs.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: theoretical-phenomenological

(38) Title: COLLABORATIVE WRITING: A SINGULAR WE (WRITING)
Author: DALE, HELEN N.
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 282
Advisor: SCHAAFSMA, DAVID
Source: DAI-A 53/09, p. 3130, Mar 1993

Research Problem: While the benefits of student collaboration in the writing process have often been noted, too often that collaboration occurs atthe end of the process, too late for students to gain its fulladvantage. This dissertation examines the discourse of students inone ninth-grade English classroom collaborating throughout thewriting process as triads coauthor a persuasive essay. Collaborative writing is grounded in both cognition and socialconstructionist theory, frameworks sometimes seen as oppositional,but each provides a valuable perspective from which to viewcoauthoring. Collaborative writing situates learning by distributingcognition onto the social surround and integrates scaffolding as partof the learning process. That process, however, originates in socialinteraction. When students write together they make meaning in asocial context.
The focus of the study was on dialogue as students co-constructedand negotiated text. Through numerical summaries that coding providedand through observation, transcript analysis, questionnaire results,and retrospective interviews a picture of these collaborative writinggroups emerged. This research suggests that when students engage witheach other productively in coauthoring groups, they can learn muchabout writing from each other. Collaborative writing accomplishessome goals important to the writing process. By its nature itemphasizes planning, and students in these groups learned variousways to plan from each other. Revision was built into the coauthoringprocess recursively as students suggested alternative ideas andphrasing. While these students were not always explicit about higherorder concerns such as purpose or audience, those rhetorical concernsoften drove the choices students made about content, organization,and language. The factors that most affected the success of these collaborativewriting groups were positive social interaction, dialogic engagementabout text, and amount of cognitive conflict. If students feelcomfortable with each other, they can disagree and challenge oneanother, thereby encouraging each other to elaborate and to defendand explain their choices. Collaboratively written text is themediator of multiple perspectives and a record of sociallyconstructed meaning.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

(39) Title: OUTCOME-BASED EDUCATION EFFECTS ON MATH ATTITUDES (MATHEMATICS ATTITUDES)
Author: WONDRASCH, NANCY C.

THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 211
Advisor: MCCARTY, DONALD J.
Source: DAI-A 54/04, p. 1275, Oct 1993

Research Problem: This longitudinal case study attempted to determine the impact outcome-based education has on the attitudes of ninth gradealgebra students over a nine month period of time. The methodologyincluded surveying all students taking algebra, and interviews ofthirty randomly selected students. The survey was given to thealgebra students early in October, and the interviews were conductedduring the first quarter of school (October, 1991), at the end of thefirst semester (January, 1992), and at the end of the school year(May, 1992). In selecting the students consideration was given forselecting the same number of boys and girls, and equal numbers fromthe low, middle and upper ability groups. Three broad questions were used to determine relationships of thethree variables in the study: gender, ability and instructionalapproach. (1) Are the attitudes toward mathematics of students inalgebra influenced by outcome-based education over a year's time? (2)Do the attitudes toward math differ between boys and girls who are inoutcome-based education in algebra? (3) Do the attitudes of lowability students differ from those of middle or upper abilitystudents who are in outcome-based education in algebra? Three conclusions were determined in the study: (1) There was nosignificant change in the feelings for mathematics when using anoutcome-based instruction approach over nine months. Outcome-basedinstruction apparently neither makes students' attitudes towards mathmore positive or more negative. (2) There was no significantdifference between the boys' and girls' feelings for math at thebeginning of the study, and outcome-based instruction did not createa difference between boys' and girls' attitudes for math over thenine months. Outcome-based instruction may decrease the chances ofgirls' attitudes towards math changing at the high school level asfound with other methods of instruction in the past. (3) There was nosignificant difference for the feelings for mathematics, when usingan OBE approach at the end of nine months, between students in upper,middle and lower ability groups.

Based on the conclusions, a number of implications for practice and for further research were delineated.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: deliberative

(40) Title: AN INVESTIGATION OF FOUR SECONDARY LEVEL CHORAL DIRECTORS AND THEIR APPLICATION OF THE WISCONSIN COMPREHENSIVE MUSICIANSHIP THROUGH PERFORMANCE APPROACH: A QUALITATIVE STUDY (PERFORMANCE SKILLS)
Author: JOHNSON, JOHN PAUL
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 311
Advisor: BARRESI, ANTHONY L.
Source: DAI-A 53/08, p. 2728, Feb 1993

Research Problem: Music education researchers suggest that instruction which is based upon musical concepts leads to musical understandings andimproved performance skills. The Wisconsin comprehensive Musicianshipthrough Performance (WCMP) approach, designed as a guide forconceptually based rehearsal instruction, was derived from threesources: (1) selected principles of the Music Educators NationalConference's Comprehensive Musicianship Project (CMP); (2) CMPadaptations such as the Hawaii Music Curriculum Program andGarofalo's Blueprint for Band; and (3)recognized strengths ofselected outstanding secondary level performance teachers inWisconsin.

Because the WCMP approach is an informal curriculum passed fromexpert to novice, few printed materials exist. Historical researchtechniques were employed to document the development of the WCMPapproach and the advocated teaching competencies, instructional

goalsand strategies, and assessment systems therein. From this data, alist of WCMP approach teacher attributes was formulated. Qualitative research techniques were utilized to investigate howWCMP trained choral directors reflected the advocated teacherattributes and how non-WCMP teachers differed from their WCMPcounterparts. The subjects for this study were four choral musiceducators--two from the high school level and two from the middleschool level. Of these teachers, one from each level was an originalparticipant in the WCMP project. The list of teacher attributes was used to orient the twentyrehearsal observations at each site. Each subject was also observedduring supervision assignments and planning times. Additional datacollection techniques included interviews and discussions withstudents, administrators, and school personnel and analysis ofteaching materials, available curriculum, and school documents. It was concluded that differences observed between the WCMPteachers could be generalized to teaching methodologies and emphasison musical concepts during the rehearsal. The non-WCMP teachers didemploy the WCMP attributes. However, they differed from the WCMPteachers in the emphasis and proportional use of the attributeswithin the instructional sequence.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: hermeneutic-deliberative

(41) Title: WHOLE LANGUAGE AND BASAL PROGRAM READING INSTRUCTION IN TWO SECOND-GRADE CLASSROOMS: SWEPT AWAY BY THE BANDWAGON
Author: DUBERT, LEE ANN
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 310
Advisor: OTTO, WAYNE R.
Source: DAI-A 54/03, p. 874, Sep 1993

Research Problem: This is the story of an experimental study that failed.

The intent of the original study was to compare the readingdevelopment and achievement of children in whole language and basalprogram classrooms. Children from two second grade classrooms servedas the research subjects. The Metropolitan Achievement Test (MAT)(psychological Corporation, 1978), The Burns Roe Informal ReadingInventory (IRI) (Roe 1989), The Dulin Chester Attitude Inventory(Dulin & Chester, 1979), and a tradebook reading inventory (TBRI)were used to assess reading achievement and attitude development.Weekly observations of the teachers and students in the twoclassrooms were made to document the integrity of each approach.Regular inservice educational support was offered to each teacher.Slowly it became apparent that the integrity of the treatmentconditions (whole language and basal program) had been compromised.The working definitions of whole language and basal programapproaches that established the parameters of the experiment did notaccurately describe the conditions in the two classrooms.

This dissertation explores the causes of the failure of theexperiment. Two types of problems are identified as responsible forthe failure of the experiment. The first type of problem stems fromthe inability to adequately control experimental treatmentconditions. The second type of problem involves the paradigms ofteaching/learning and research that influenced the thinking of theexperimenter. The conclusion is that it is virtually impossible to satisfyexperimental conditions in classroom research. Limitations imposed bymixing paradigms of teaching/learning in conducting research studiesin classrooms are examined. Finally, it is suggested that a newresearch paradigm is needed to enable productive research inclassrooms that operate from different paradigms of teaching andlearning.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: action research

(42) Title: CONTENT ANALYSIS OF MULTICULTURAL THEMES IN THE WOODSON BOOK AWARD WINNERS (BOOK AWARD WINNERS)
Author: WARD, MARILYN JEAN
THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD

Advisor: STEWIG, JOHN W.
Source: DAI-A 53/12, p. 4273, Jun 1993

Research Problem: The 21 Carter G. Woodson Book Award Winners, 1974-1991, were analyzed using a semantic differential rating instrument tomeasure the extent to which these books address the multicultural themes of acceptance and appreciation of cultural diversity, respectfor human dignity and universal human rights, responsibility to theworld community, and reverence for the earth. The books were analyzedby a group of 21 readers, composed of grades K-12 teachers. Theresults indicated that the books illustrate the specificmulticultural themes. Moreover, the analysis suggested that the books could be used by classroom teachers to illustrate the multiculturaltheme and to meet multicultural curriculum goals, which include toidentify and explain multiple historical perspectives; to developcultural consciousness; to strengthen cross-cultural competence; tocombat racism, prejudice, and discrimination; to increase awarenessof global human conditions; and to build decision making and socialaction skills.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: evaluative-deliberative-historical

(43) Title: MAKING MODEL STUDENTS: HOW HIGH-ACHIEVING BLACK STUDENTS WERE PREPARED FOR COLLEGE IN TWO URBAN HIGH SCHOOLS (COLLEGE PREPARATION, URBAN SCHOOLS)
Author: HEMMINGS, ANNETTE BIEDERWOLF
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 507
Advisor: METZ, MARY HAYWOOD
Source: DAI-A 53/07, p. 2322, Jan 1993

Research Problem: This study examined the question of why black students often leave high school without having acquired much of the knowledgeneeded to succeed in college. During the 1987-88 school year, I usedethnographic research methods to document how black students werereadied for college at Lincoln High, a college-preparatory magnetschool, and at Norwood East High, a neighborhood school.

Black students at both schools were not being as well preparedfor college as were whites. The educations blacks received weregoverned by meanings that they, their teachers, and their classmateshad negotiated inside classrooms. Classroom negotiations were influenced by official schoolorganizational cultures that were virtually the same in each school.Students were expected to express model student traits, and teachersfelt they should be using traditional teaching approaches. Negotiations were also affected by black students' peer culture.These cultures differed significantly between schools. They, alongwith official school culture, provided the raw material used byclassroom participants to construct the norms governing achievement. Norwood East black students' peer culture was heavily influencedby local working-class black meaning systems. These cultures promptedblacks to seek high school diplomas without learning college-prepcurriculum. Blacks sought diplomas by inverting or rejecting modelstudent traits. Because their students strayed from the model student image,Norwood East teachers had difficulties implementing traditionalteaching approaches. A few tried to defend their traditions. Mostsimplified curriculum or made other concessions to students. In everyinstance, black achievement was seriously undermined. At Lincoln, black students wanted to go to college so they actedlike model students. But because they were

uncertain about theirability to compete with the white students who advanced classes, theycongregated in less challenging courses. Teachers who taught thesecourses did not challenge blacks because they believed they wereincapable of learning advanced knowledge. Black students compliedwith teachers so long as they stuck with tradition. While the nature of classroom negotiations differed markedly atLincoln and Norwood East, most produced meanings systems that hurt,rather than enhanced, black achievement.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: philosophical-evaluative-normative

(44) Title: DILEMMA LANGUAGE FOR OUR FUTURES: A STUDY OF PRESERVICE
TEACHERS IN A NEIGHBORHOOD CENTER COMPUTER LAB
Author: DEHART, PAULA RENEE
THE UNIVERSITY OF WISCONSIN, MADISON, PHD PP.336
Advisor: GOMEZ, MARY LOUISE
Source: DAI-A 53/09, p. 3175, Mar 1993

Research Problem: This study was conducted in order to better understand the special problems faced by preservice teachers teaching computerskills to students from racial, cultural, and/or socio-economicbackgrounds different from their own in a neighborhood centercomputer lab. For the purposes of this study, the preserviceteachers' problems that were chosen as the main focus for examinationwere ones that could be defined as "dilemmas" according to workpreviously done by Ann and Harold Berlak (1981). This study was ethnographic in nature and relied on a qualitativesystem of data collection, analyses, and report called "case study"research. From the onset of the project, the researcher acted as aparticipant observer, documenting the development of the computer labprogram. Data was collected in the form of field notes ofobservations of the four preservice teachers working in the computerlab, notes of monthly volunteer meetings, and notes of all informalconversations that took place about the lab. Archival evidence aboutthe lab was also collected. Data analyses occurred in two stages. First, the raw data wasanalyzed in order to write narrative case studies of each of the fourpreservice teachers' experiences in the lab. Next, a cross-case analyses was conducted to find patterns in the dilemmas experiencedby the preservice teachers. During this second stage of analyses, itwas determined that the four preservice teachers' experienced sixdifferent dilemmas and that the dilemmas fell into three maincategories. The first category was the "Computer Curriculum and InstructionDomain," which refers to the dilemmas experienced by the preserviceteachers as they planned and implemented computer instruction. Thedilemmas included in this domain were: Computer knowledge essentialv. computer knowledge optional; and the goal of the ELNC computer labshould be to expose students to the computer v. the goal of the ELNCcomputer lab should be to empower students through computerknowledge. The second dilemma group was entitled the "Cultural Domain" andpertains to the dilemmas experienced by the preservice teachers asthey taught students with racial and socio-economic backgroundsdifferent from their own. The dilemma included in this domain was:Common culture v. sub-group consciousness. And the third category was called the "Organizational Domain"because it refers to the dilemmas the preservice teachers faced asthey provided computer instruction in a non-school setting and workedunder a collaborative administrative structure. The dilemmas includedin this domain were: Am I in charge v. are you in charge?; teacher v.child control in a neighborhood center; and responsibility v.authority.
Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: wthnographic-evaluative

(45) Title: THE ROLE OF THE MIDDLE/ELEMENTARY SCHOOL PRINCIPAL IN STUDENT TEACHING PROGRAM (MIDDLE SCHOOL PRINCIPAL, ELEMENTARY SCHOOL PRINCIPAL, SUPERVISION)

Author: WENZEL, EDWARD JOSEPH
THE UNIVERSITY OF WISCONSIN - MADISON - PHD pp: 349
Advisor: GRANT, CARL A.
Source: DAI-A 53/09, p. 3179, Mar 1993

Research Problem: This study investigated the relationship of the elementary and middle school principal to the student teacher program. Theprimary objective was to determine whether the principal shouldprovide assistance to the student teacher during his/her fieldexperiences. In addition, this study identified various types ofassistance the principal might provide to the student teacher. Thiswas done in order to determine whether members of the educationalcommunity felt that the cooperating principal should participate inthese roles.

The respondents included those educators who participated in theelementary student teacher program at the University ofWisconsin-Madison in the fall of 1990. The results of one hundredninety-four surveys and ten interviews with principals, cooperatingteachers, student teachers, and university supervisors were analyzed.Comments included with the survey responses were also considered inmaking final recommendations. Responses to the survey statements were based on a five pointLikert scale. Once the survey results had been tabulated, tenparticipants whose comments indicated interesting insights into thesurvey topics were interviewed. This additional information was usedto clarify issues raised in the survey comments. Survey respondents concluded that the principal should serve as asupport person to the cooperating teacher and the universitysupervisor. The principal should orient the student teacher to theschool's environment by providing information about the community,the school's philosophy and goals, school facilities and staff, andteacher rights and responsibilities. During the field experiences,the principal should keep abreast of the student teacher's progressand be available to provide support and advice when necessary. Towardthe completion of the field experiences, the principal should helpthe student teacher to prepare for the job search.The significance of this study is that it provides an addeddimension to the student teacher program. The principal hasguidelines that she/he can follow in helping the cooperating teacherand university supervisor better meet the needs of the studentteacher during his/her field experiences.

Form(s) of Curriculum Inquiry employed in this Doctoral Dissertation: ethnographic-naturalistic

(46) Title: A QUALITATIVE ANALYSIS OF AN ALTERNATIVE MASTERS PROGRAM
FOR PRACTICING TEACHERS ENGAGED IN ACTION RESEARCH. (VOLUMES I AND II) (INSERVICE, MASTERS PROGRAM)
Author: DELGADILLO, FERNANDO M.
THE UNIVERSITY OF WISCONSIN - MILWAUKEE PHD pp: 475
Advisor: HABERMAN, MARTIN
Source: DAI-A 53/09, p. 3176, Mar 1993

Research Problem: This study analyzes the behaviors, processes, and concerns of 15 practicing teachers engaged in action research projects oftheir own design, undertaking, and interest. The researcher spentfive semesters observing the group of teachers. The major purpose wasto learn how to best influence practicing teachers to become morereflective and effective regarding their own practice. Actionresearch as the problem solving method proved somewhat beneficial,however, teachers assumed a passive student mode once in theuniversity setting which proved to be debilitating to more effectiveresearch projects.

The workplace of teachers does not reward their creativity orvalue their input. This alienates teachers from their workcontributing to their personal disempowerment. To counter thisdisempowerment, inservice education needs to move from the universityto the school setting where teachers are the experts. Facilitators ofinservice programs need to contextualize research projects to theteachers' classroom and school environment. It is this closeness toactual school problems that gives meaning to action research andempowers the practitioner.

Form(s) of Curriculum Inquiry: action research

(25) VANDERBILT UNIVERSITY
Independent coed university

Graduate work has held a central place in the program of Vanderbilt University since it opened in 1875. The first Doctor of Philosophy degree was granted in 1879; the 2,000th in 1975, the University's centennial year. The 3,000 was given in 1985. By way of comparison, the first Ph.D. given by an American university was awarded in 1861, and the second American institution to offer the degree did so in 1870.

Vanderbilt is one of a few independent universities with both a quality undergraduate program and a full range of graduate and professional programs. It has a strong faculty of over 1,600 full-time members and a diversity student body of about 9,700. In the truest sense, Vanderbilt is a "university". Students from many regions, backgro. ds, and disciplines come together for multidisciplinary study and research. to that end, the University is the fortunate recipient of continued support from the Vanderbilt family and other private citizens. Vanderbilt is a member of the Association of American universities and is accredited by the Southern Association of Colleges and schools.

Peabody College for Teachers, recognized for more than a century as one of the nation's foremost independent colleges of teacher education, was merged with Vanderbilt University in the summer of 1979. Peabody College functions as Vanderbilt's school of education and human development. Peabody College is engaged in basic and applied research to create reliable knowledge about the progress of education and human development and to translate that knowledge into excellent practice. The Peabody tradition grew from the excellence of Peabody's academic programs and the quality of its graduates, who serve in elementary and secondary schools, colleges and universities, libraries, state departments of education, and other government positions, businesses, and non-profit organizations all across the nation and beyond.

The Graduate School : Unique Features

1. Enrollment: 9,724 graduate, professional, and undergraduate. 3,553 f. matriculated graduate/professional students (1.578 women); 592 part-time matriculated graduate/professional students (387 women). Graduate and professional Faculty: 1,459 full-time faculty members, 1,123 part-time; includes 152 minority (26 African-Americans, 99 Asian-Americans, 25 Hispanics, 2 native Americans).

2. Graduate Matriculated Students and Faculty: Graduate students: 1,382 matriculated full-time (563 women), 175 part-time (77 women), includes 77 minority (49 African-Americans, 15 Asian-Americans, 12 Hispanics, 1 Native-American, 410 internationals. Faculty: 637 full-time (153 women), 140 part-time (87 women).

3. Tuition: $ 12,708 per year full time, $706 per semester hour part-time with a minimum tuition charge of $200 per semester.

4. Programs: The Graduate School includes the College of Arts and sciences, the School of Music, Divinity School (Theological studies), School of Engineering, Law, Management, Medicine, Nursing, Peabody College (education). Peabody college has extensive offerings at the post-baccalaureate level in many areas of education, educational administration, counseling, psychology, human development and special education. It offers the degrees of M.Ed, Ed.S and Ed.D with majors in Curriculum and Supervision, school administration, elementary and secondary education, higher education, among others. Students with

special course goals may inquiry in the Graduate School office about the possibility of individualized, interdisciplinary programs of study leading to the master's, and Ph.D.. degrees. The Graduate School may permit programs that combine several disciplines in unique ways. (major for graduate programs). Education Programs: Teaching and Learning, Educational Leadership, Human Resources, Psychology and Human Development.

5. Graduate Degrees Offered: Master's (M.A, M.Sc, Master of Arts and Teaching, and Doctorates (Ph.D and Doctor of Education).

6. Requirements for admissions: Minimum requirements are: (1) a bachelor's degree fat an accredited institution, (2) an undergraduate grade-point average of at least 3.0 (4.0 scale) and 3 letters of recommendations from the undergraduate/graduate institution; (3) statement of aspiration, (4) acceptable scores on required, standardize examinations (such as the TOEFEL -language requirements for non-English speaking applicants-, GRE, or any other additional individual departmental or program area requirements.
Office: George Peabody College for Teachers
Admissions/Financial Assistance
Box 327 Peabody Station
Vanderbilt University, Graduate School
Nashville, Tennessee 37203
Phone: 615-322-8410

7. Requirements for graduation: Master's (1) completion of a coherent and focused program of advanced study, (2) a minimum of 24 hours of course work, (3) a Thesis (optional), (3)requires a minimum of one academic year, (4) satisfactory performance on examinations.
The Doctor of Philosophy (Ph.D) degree is the highest academic degree awarded by the University. Minimum requirements: (l) approval of candidacy examination, (2) at least three academic years of graduate study, a residence of full time of minimum two consecutive semesters (3) successfully complete a program of study and research rationally unified (4) approval of qualifying examinations (5) approval of a doctoral dissertation, (6) approval of a final examination, (6) Time limit: five years after passing the preliminary examinations (maintaining continuous registration).
Foreign languages requirements for both, a Master's and a Doctoral degrees are usually met by demonstrating proficiency in one or more of the following: French, German, or Spanish.

8. Doctoral degrees awarded: 212 doctorates in 1993

9. Student services: Low cost health insurance, free psychological counseling, career counseling, day-care facilities, emergency short-term loans, services for students with disabilities, child career center, campus security, shuttle bus service.. Graduate Housing: 232 units- rooms or apartments- available to single students at an average cost of 4,100 per year ; 184 units available to married students at an average cost of $4,950 per year.

10. Financial aid: Fellowships, research assistantships, teaching assistantships, dissertation enhancement grants, full and partial tuition waivers, federal-work study, institutionally sponsored loans available, career related internships or fieldwork available.

11. Research facilities: Central library plus 8 additional on campus libraries: total holdings of 2 million volumes, 1.8 million microforms, 16,000 current periodical subscriptions,. Access provided to on-line bibliographic retrieval services.

12. Computer facilities: Digital VAX 8800.

Graduate School of Education and Program in Curriculum Studies: Unique Features

1. Enrollment: Graduate Students in Education: 332 full-time matriculated graduate/professional students (251 women), 229 part-time (163 women). Education Faculty: 89 full-time (31 women), 63 part-time (27 women).

2. Name of the Unit: George Peabody College, Department of Educational Leadership and Department of Teaching and Learning. Academic Program Education and Human Development.

3. Department Head : Dr. Teris Schery
Contact: Joseph Murphy, Chair (Dpt. Educational Leadership; Dr. Robert Sherwood, Chair, Dept. of Teaching and Learning).
George Peabody College for Teachers
Vanderbilt University
Box 90, Peabody College
Nashville, Tennessee 37203-37240
Phone: 615-322-8000/ 615-322-8100.

4. Name of the Program that focuses on Curriculum Studies: Curriculum & Supervision (Ed.D); curriculum and instruction (M.Ed, Ed.S).

5. Primary Goals of the Graduate Program in Curriculum are: The mission of Peabody College or Vanderbilt's school of education and human development is threefold: the creation of reliable knowledge about the progress of education and human development; the translation of reliable knowledge into excellent practices to address critical problems in education and human development; and the preparation of students at all levels to seek, create, use, and adapt reliable knowledge in the course of their chosen careers (mission statement 1990).

6. Graduate Program in Curriculum is among the leading Programs in the United States because of: reputation of faculty, quality of graduates, curriculum research publications, and participation of faculty and students in professional groups.

7. Unique strengths of the graduate Program in Curriculum: The graduate programs in curriculum are nationally recognized for their unique features: (1) faculty (research oriented, productivity, stable and dedicated, diverse interests and backgrounds); (2) research (reputation for research, national visibility), (3) students (national recruitment), (4) cohesive academic curriculum and (5) excellent academic life. Students from many regions, backgrounds, and disciplines come together for multidisciplinary study and research. (p. 16 Vanderbilt Catalog) Among Peabody's 29,000 alumni are more than thirty presidents of colleges and universities, superintendents in 175 school systems and teachers in more than 100,000 classrooms. statistics show that nearly 9,000 alumni remain in Tennessee, more than 6000 live in Alabama, Georgia, Florida, and Kentucky, and about 745 reside outside the United States (p.14 Vanderbilt catalog, 1993-94).

8. Departmental Requirements for Graduation: Doctoral candidates must complete 72 hours of graduate work for credit, of which a minimum of 24 hours in formal course and seminar work in the Vanderbilt Graduate School is required.

9. Doctoral degrees awarded: 19 doctorates in Curriculum (1993-94).

10. Faculty Research: diverse forms of curriculum inquiry employed in publications.

Graduate Curriculum Research: Unique Features

1. Research courses dealing with Forms of Curriculum Inquiry:
Curriculum Research courses available to students in the Department of Teaching and Learning: (363) Curriculum Theory, Research and Experimentation (dealing with scientific, evaluative/normative; phenomenological/hermeneutic, ethnographic/naturalistic and deliberative forms of curriculum inquiry), (391a) (391b) Methods of educational research: Qualitative and Quantitative(diverse forms of curriculum inquiry); (393) research education, (369) Master's Thesis Research and (399) Ph.D. Dissertation Research (forms of curriculum inquiry according to the needs or interests of students). Peabody College is engaged in basic and applied research to create reliable knowledge about the progress of education and human development and to translate that knowledge into excellent practice. The college seeks to transmit this knowledge through a diverse array of undergraduate, graduate, and professional programs and thereby prepare students to create, use, and adapt reliable knowledge in the course of their chosen careers.

2. Ways to prepare Graduate students as Curriculum Researchers: (1) recommend all graduate students take specific courses in research methodology and overview courses on different types of research methods), (2) ask students to enroll research methods courses with students in different programs, (3) initiate students into the research methods while the faculty is engaged in a specific kind of research. Vanderbilt offers to able and serious students a faculty that is active in research and deeply committed to the development of scholars. Students participate in classroom, tutorial, and collegial modes of learning and in systematic independent inquiry, in a setting that allows them to see scholars at work, day in a day out, as an important means of learning the scholar's art. Students are in situations in which they are known personally and well, and concern for what happens to them is very strong. (Vanderbilt Catalog, 1994, p.15).

Forms of Curriculum Inquiry employed in Doctoral Dissertations
Peabody College for Teachers of Vanderbilt University
January 1993-June 1994

(1)Title: A STUDY OF THE EFFECTIVENESS OF USING COOPERATIVE LEARNING TECHNIQUES IN THE TRAINING OF ADULT LEARNERS
Author: HALL, LINDA MASON
School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD pp: 92
Advisor: EYLER, JANET
Source: DAI-A 54/04, p. 1197, Oct 1993

Research Problem: This study compared two groups of nonvolunteer adult learners in a corporate learning environment in order to determine the effectiveness of using cooperative learning techniques as compared to the use of more traditional lecture methods. A Communication Skills course was taught to the control group by lecture and to the experimental group using cooperative learning activities. This course consisted of two half-day sessions, with at least a week between sessions.

Four predictions were made: (a) that subjects in the cooperative learning groups would show a higher level of knowledge on a posttest given at the end of each part of the course, (b) that subjects' comfort level when practicing new skills would be higher in the cooperative learning group, (c) that subjects in the cooperative group would have a higher rate of retention and use of new knowledge and skills, and (d) that subjects in the cooperative group would display a more positive attitude about the learning experience than those in the traditional lecture group.

Of the four predictions, only comfort level was shown to be significantly higher in the experimental group. Levels of knowledge, retention and use, and positive attitude about the learning situation were not significantly different. It was concluded that both traditional lecture and cooperative learning activities could be effective teaching alternatives.

A recommendation was made that further study of the cooperative methodologies should include not only strategies to enhance achievement, but should also include an additional component to specifically teach the benefits of the cooperative learning process for adult learners.

Form(s) of Curriculum Inquiry employed in this dissertation: evaluative-deliberative

(2) Title: EFFECTS OF JOB-SPECIFIC, TUTORED INSTRUCTION AND GENERALIZED, COMPUTER-AIDED INSTRUCTION ON READING COMPREHENSION IN A WORKPLACE LITERACY PROGRAM
Author: TOLLISON, PEGGY ANNE SMITH
School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD pp: 171
Advisor: NADLER, NEAL
Source: DAI-A 54/04, p. 1202, Oct 1993

Research Problem: Employers require a workforce that has the literacy skills to perform increasingly complex jobs, yet one in five Americans lack

those skills. Employers need ways to economically and effectively increase literacy competencies among their workforce. This study tested the effects of computer-aided instruction using a generalized curriculum and tutor-based instruction using job-specific materials on reading comprehension.

Using a repeated measures design, 20 subjects were split into two groups of 10. The first group was given 4 weeks of computer-aided, general content instruction, then 4 weeks of tutor-aided, job-specific instruction. The second group was given 4 weeks of tutor-aided, job-specific instruction, then 4 weeks of computer-aided, general content instruction. All subjects were pretested before instruction, after the first 4 weeks of instruction, and after the second 4 weeks of instruction using the Adult Basic Learning Examination (ABLE) reading comprehension subtest.

Students provided their opinions of the instruction and its effects in structured interviews conducted after 4, then 8 weeks of instruction. The proctor/tutor kept a log during the period to record her observations.

The students and tutor perceived that gains had been achieved, though the test did not show significant effects. A 50% attrition rate of study participants (a) pointed up the challenges in accommodating adult learners' needs and (b) decreased the number of subjects, making it unlikely any general test could indicate significant changes.

Workplace literacy programs must be able to accommodate a wide variety of constraints on students' time and attention. Implementations must consider (a) incentives to attract, retain, and engage students in remediation; (b) sensitivity to students' preferred methods; (c) the effect of method sequence on attendance; and (d) the sensitivity and job-specificity of the assessments used. Future research may well be served by the use of extant or archival data to enhance sample sizes and reduce the effect of attrition on the research paradigm.

Form(s) of Curriculum Inquiry employed in this dissertation: deliberative

(3) Title:A COMPARATIVE STUDY OF STUDENT ACHIEVEMENT RELATIVE TO TEACHER BEHAVIOR AS INFLUENCED BY A STATE MODEL FOR LOCAL EVALUATION (COMPREHENSIVE EDUCATION REFORM ACT)

Author:MURPHY, NANCY ROSE

School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 150

Advisor: SKEEL, DOROTHY J.

Source: DAI-A 54/04, p. 1220, Oct 1993

Research Problem: The primary purpose of the study was to determine if student achievement in a middle size city school system in the southeastern United States was increased or decreased concomitant to implementation of a mandated statewide teacher evaluation model. The secondary purpose of the study was to determine if teachers and principals perceived that teachers altered their classroom behaviors as a result of the state evaluation model, and to assess how important they perceived the behaviors to be.

The Comprehensive Education Reform Act passed by the state

legislature in 1984 consisted of a performance evaluation system referred to as the state evaluation model. Observable teacher behaviors of three of the six competencies on the state evaluation model were found in early research findings to have produced student achievement.

Data included second and fifth-grade reading and math Stanford Achievement Test scores from the 1984-1985 school year, when local evaluation occurred, and from 1985-1986 to the 1988-1989 school year, when the model for state evaluation was implemented. Statistical analyses explored the possible influence of the evaluation model on student achievement. Results in reading achievement indicated that from 1985 to 1989, with the exception of 1986, there were increases in mean scores every year. These increases accumulated and became statistically significant in 1989. Results in math achievement indicated that from 1985 to 1989, with the exception of 1986, there were increases in mean scores each year. The increases accumulated and became statistically significant in 1988 and 1989.

Questionnaires were submitted to second and fifth-grade teachers in this study and to principals who evaluated the second and fifth-grade teachers requesting information as to what degree they perceived the teachers had altered the teacher behaviors on the state evaluation model and the importance of each teacher behavior. Teachers perceived that they had changed their behaviors as a result of the state evaluation model, while principals perceived even more change in teacher behaviors. Both teachers and principals rated each teacher behavior assessed in the state evaluation model as important.

Form(s) of Curriculum Inquiry employed in this dissertation: historical

(4)Title: THE PRACTICES OF TEACHERS IN KENTUCKY'S NONGRADED PRIMARY CLASSROOMS

Author: GILLASPIE, LYNN CLARA

School: PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 116

Advisor: KEEL, DOROTHY

Source: DAI-A 54/11, p. 3986, May 1994

Research Problem: The purpose of this study was to determine if nongraded primary teachers in Kentucky perceived that their role had changed and if so had teaching practices also changed since major reforms had been mandated. The subjects of this study were randomly selected teachers who were working in public school nongraded primary classrooms in Kentucky during the 1992-93 school year.

A self-designed survey instrument was developed and modified from the information gathered during two pilot studies and a review of the literature. Of the 133 randomly selected nongraded primary teachers who received the survey, 93 returned their questionnaires for a response rate of 70%.

Almost 89% of the respondents felt their roles had changed since nongradedness was implemented. Teachers with more than 11 years experience in traditional elementary and those with 3 to 5 years in nongraded classrooms reported more change in their roles than those with less experience. "Facilitator" was the term used most frequently to describe the role of the nongraded teacher and "lecturer" for traditional elementary teachers.

Nongraded primary teachers spent more time planning for the school day than traditional elementary teachers with a significant difference at the.001 level. Eighty-nine percent of respondents reported changes in their instructional strategies. A significant difference at the.01 and.05 levels were found between the ways teachers decided to make curricular decisions. Classroom management strategies were said to have changed by 72% of the respondents. A significant difference at the.01 level was reported between traditional and nongraded primary teachers in the amount of time spent managing transitions and behaviors of students. Teachers reported a significant difference in the amount of time spent evaluating students with $p < .01$ and in grading papers with $p < .001.$

Over 77% said that they felt their students were benefitting from the nongraded primary organization. Almost 56% of the respondents, who answered this question, said that they did not feel that the nongraded primary format was better for teachers.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-deliberative

(5) Title: AN ETHNOGRAPHIC STUDY OF CLASSROOM INTERACTION AND LITERACY LEARNING IN A FIFTH/SIXTH-GRADE WRITING CLASS

Author: RANDOLPH, CATHERINE LEE HEVLY

School: VANDERBILT UNIVERSITY PHD pp.33

Advisor: EVERTSON, CAROLYN M.

Source: DAI-A 54/04, p. 1271, Oct 1993

Research Problem: This project involves the ethnographic study of three sections of an upper elementary school writing class. The study explores the broad question of the relationship between classroom interaction and learning to write in a classroom where a writers' workshop model is in use. Using a theoretical framework derived from classroom ethnography, it explores the definitions of writing class and of writing that develop in one writing class over the course of one school year.

The primary method of data collection was participant observation over the course of a complete school year, documented in field notes and on audio tape. Data were also obtained through interviews and document collection. Data were analyzed using the constant comparative method.

In the writing class, knowledge was defined as constructed, starting with students, and conveying power to the holder. Learning occurred through active participation in knowledge construction. Both teacher and students were defined as learners, and shared in the construction of knowledge and the management of classroom talk. In the process of teaching in this setting, the teacher was confronted with numerous dilemmas reflecting the demands and constraints placed on her by her own beliefs and by the organization within which she worked. Comparison of writing instruction to instruction in reading and spelling further clarified the nature of knowledge and of the teacher's role in this writers' workshop.

The findings presented in this study are limited by the sample size and methodology of the study. Further exploration of these questions, through studies in other contexts and through further analysis of the data of this study, is needed in order to test and refine these findings. The implications of such studies are

potentially great. Constructed definitions of knowledge, such as the conception of writing described in this study, have implications for who can learn, what can be learned, and what it means to learn. The movement of the teacher away from the role of knowledge-holder increases student opportunities to participate in the construction of meaningful definitions and strategies. As students are acknowledged as knowledge-holders and knowledge-builders, connections between "school knowledge" and "real knowledge" are established and maintained.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic

(6)Title: AN INVESTIGATION OF THE CURRICULAR STATUS OF MUSIC EDUCATION

Author: SCARANGELLA, JESSICA RUTHANNE
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 186
Advisor: SKEEL, DOROTHY
Source: DAI-A 54/04, p. 1278, Oct 1993

Research Problem: The purpose of this study was to investigate the beliefs of members in four primary role groups within an urban, medium-sized southeastern city (educators, educational policymakers, administrators, and state/local legislators) and 10 subpopulation roles within those groups, in order to elicit quantitative and qualitative data about the curricular value of school music education. The self-designed Music Education Beliefs and Ranking Survey (MEBRS) was mailed to 231 subjects. The survey asked respondents to provide demographic information; rank 44-items concerning aspects of interpersonal, societal, cognitive, philosophical, moral, curricular, financial, and assessment issues regarding music education; rank music education in terms of other curricular subjects across grade levels, revealing beliefs in the areas of curricular comparison, funding, and subjects retainment/elimination; and provide written accounts of their music education beliefs. Treatment of the data included analyzing cross-tabulation data utilizing Pearson Chi-squares, Kendall correlation coefficients, Tukey's posthoc analysis, and one-way analysis of variance (ANOVA), as well as transcribing qualitative thick description from open-form questions. An overall return rate of 44% was obtained; however, individual subgroups yielded returns as high as 75% (state board of education) and as low as 25% (general educators).

All primary role groups indicated varying levels of agreement within all music education categories except assessment. Curricular ranking data suggested traditional core curricular subjects (e.g., mathematics, science, English) were regarded as generally more important than music education, while physical education, art, vocational education, and theatre arts were considered as important as music education; foreign languages and social studies yielded mixed responses. Significant differences were found between legislators and other primary groups concerning philosophical, financial, and assessment issues. Significant results were also found between educators and legislators regarding the rankings of high school physical education in the areas of curricular comparison, funding, and retainment/elimination.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-phenomenological

(7)Title: THE EFFECTS OF VIDEO-BASED MACRO-CONTEXTS IN VOCABULARY LEARNING AND READING COMPREHENSION FOR STUDENTS WITH LEARNING DISABILITIES

Author: XIN, FU Degree: DED pp.168
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Advisor: RIETH, HERBERT

Research Problem: This study investigated the effects of using video technology as a tool for facilitating disabled students' vocabulary learning and reading comprehension. Seventy-six, 4th-, 5th-, and 6th-grade learning-disabled students receiving reading instruction in special education resource rooms were randomly assigned to a video or a nonvideo group to learn 30 vocabulary words in a 6-week period of instruction. In the video group, the teacher guided students to learn word meanings and concepts in video-based contexts, and in the nonvideo group, the teacher taught students word definitions and concepts using a dictionary and printed texts. All students had pre-, post-, and follow-up tests on word acquisition, generalization, and passage comprehension with the target words taught. Findings indicated that student scores of word acquisition of the video group were statistically higher than those of the nonvideo group. Students in the video group outperformed in oral recall and application of target words than those in the nonvideo group.

In addition, class observation data showed that student responses to the teacher's questions were more, and off-task behavior was less compared with those of the nonvideo group. Moreover, unlike the teacher and students in the nonvideo group, teachers and students in the video group expressed their favorable comments on the instruction with video as an anchor in teaching and learning processes.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific

(8)Title: MINORITY TEACHERS' PERCEPTIONS OF TEACHING: A FOLLOW-UP STUDY OF FIVE MINORITY GRADUATES OF PEABODY'S INTERNSHIP/INDUCTION TEACHING PROGRAM, 1992 (INTERNSHIP)

Author: STALLWORTH, BRENDA JOYCE
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD pp: 223
Advisor: WHITMAN, ROBERT S.
Source: DAI-A 54/11, p. 4065, May 1994

Research Problem: This qualitative study investigated the experiences of five minority first-year teachers who graduated from Peabody's alternative teacher preparation program, the Internship/Induction Teaching Program. These five teachers from diverse backgrounds are currently employed by school systems in Tennessee and Maryland. They participated in two formal interviews, numerous informal conversations, and other activities in order for me to gather data to write stories around (a) their unique experiences during this year of significant growth, (b) their perceptions of teaching and their roles as teachers, and (c) their future plans.

Minority teachers make up about 10% of the teachers in public schools; minority students make up about 30%. The number of minority teachers is expected to decrease; the number of minority students is expected to increase. Telling the stories of these five minority teachers who made conscious decisions to become teachers at the postbaccalaureate level during a time when fewer and fewer minorities

are entering the profession is a way to both inform teacher education programs and school systems interested in increasing the number of minority teachers and to understand the specific dynamics involved in the socialization processes occurring in their specific contexts.
Form(s) of Curriculum Inquiry employed in this dissertation:phenomenological

(9)Title: EFFECTS OF GOAL AND TEST-TAKING STRATEGIES ON MATH PERFORMANCE OF STUDENTS WITH LEARNING DISABILITIES (GOAL STRATEGIES)
Author: WHINNERY, KEITH WADE
VANDERBILT UNIVERSITY Degree: PHD pp.188
Advisor: FUCHS, LYNN S.
Source: DAI-A 53/09, p. 3174, Mar 1993

Research Problem: This study investigated the effects of training students with learning disabilities to use two cognitive strategies (i.e., goal and test-taking) to improve math computation skills. Participants were 40 students with learning disabilities and their 24 teachers who had volunteered for a 20-week Curriculum-Based Measurement (CBM) study. Teachers were assigned randomly to goal or no goal conditions. Each teacher selected two students to participate; one was assigned randomly to test-taking and the other to no test-taking strategy training. The resulting four treatment conditions were: goal/test-taking strategy (n = 8), goal/no test-taking strategy (n = 10), no goal/test-taking strategy (n = 11), and no goal/no test-taking strategy (n = 11). During Week 4, students in the test-taking strategy condition were trained to use a math test-taking plan when preparing for and taking the twice weekly tests. During Week 5, students in the goal condition were trained to identify and strive for specific goals for their twice weekly CBM tests. The training effects were assessed on three different outcome measures: (a) math performance characteristics, (b) math achievement, and (c) math self-efficacy.

Analysis of variance did not indicate an effect for goal strategy training on any of the three outcome measures. However, a test-taking strategy main effect was shown for math achievement. Students with test-taking strategy training scored higher on a math-computation test than students with no test-taking strategy training. These findings are discussed in context of implications for classroom instruction and future directions for research.
Form(s) of Curriculum Inquiry employed in this dissertation: scientific

(10)Title: STUDENT QUALITY TEAMS: ADAPTING DEMING AT SAMFORD UNIVERSITY (DEMING W. EDWARDS, QUALITY TEAMS, ALABAMA, TOTAL QUALITY MANAGEMENT)
Author: BAUGHER, KATHRYN HESTER
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD pp: 152
Advisor: KIRKMAN, RALPH E.
Source: DAI-A 53/12, p. 4140, Jun 1993

Research Problem: The quality image haunts all American enterprises, including the academic. To meet assessment and accountability agendas, American higher education must find pathways to involving the full community in the quality quest. Total Quality Management (TQM), as envisioned by W. Edwards Deming, provides a grounding for developing symbiosis between teachers and students in the teaching-learning process, creating a mutual vision for quality instruction and a shared concept of classroom vitality for those directly involved in the process.

To apply TQM in the classroom, I developed a process (called LEARN) which allows teachers and students to address classroom learning issues via student quality teams within the teaching-learning environment. The LEARN process supports continuous quality improvement, helping to establish a learning community in a time-on-task environment sometimes hostile to teacher-student discussion concerning course direction and problems. I assessed the LEARN process, and its guiding manual, through soliciting expert evaluation and by piloting LEARN in three classes at Samford University. I also evaluated LEARN through focus groups and by participant observation, both of which indicate initial success for this student quality team process.

Form(s) of Curriculum Inquiry employed in this dissertation:deliberative-evaluative

(11)Title: PERCEPTIONS OF COLLEGE OF HEALTH SCIENCES ENVIRONMENT: DEVELOPMENT OF GUIDELINES FOR IMPLEMENTING CURRICULUM INTEGRATION IN BAHRAIN
Author: RASHID, LULWA MUTLAG
VANDERBILT UNIVERSITY Degree: PHD pp.293
Advisor: KIRKMAN, RALPH E.
Source: DAI-A 53/08, p. 2634, Feb 1993

Research Problem: This exploratory study assesses College of Health Sciences (CHS) environment and its leadership orientations utilizing multidimensional theory considering four interdependent organizational perspectives: structural, human resource, political, and symbolic. This assessment investigates the possibility of implementing curriculum integration at CHS and develops guidelines

for successful implementation.

The sample, 533 individuals in five groups, received a College Environment Survey; 342 individuals responded. These groups include administrators, faculty and staff members, supervisors, current students, and alumni. In addition, I gathered data through the eight elite interviews and analysis of CHS documents. I used simple frequency distribution, arithmetic means, analysis of variance, post-hoc procedures, and qualitative software to analyze the questionnaires and interviews.

Data analysis led me to conclude that although a general consensus about CHS environment exists among the five groups, significant differences exist regarding some college-related issues. These issues include funding, student turnover, extent of rules and regulations, change rate, and influence of faculty members on decision making regarding employment, schedules, and budget. CHS leaders emphasize structural and human resource leadership orientations that will limit a comprehensive understanding and management of curriculum change. The CHS community expresses a serious need for curriculum integration to improve student performance and outcomes. Respondents also affirm internal and external factors that inhibit or enhance implementing curriculum integration.

Furthermore, CHS leaders need to view comprehensively existing problems. Leaders should develop integrative strategies to overcome existing problems and successfully implement the curriculum integration process. The study provides guidelines for this process utilizing Bolman and Deal's (1991) processes and strategies to reframe organizations. The study also suggests investigating these issues: reevaluation of CHS mission and philosophy; identification of CHS students' intellectual, developmental, and professional needs; further exploration within the CHS community concerning curriculum integration; and investigating leadership concepts in the Arabic and Islamic culture, how they effect leadership roles in higher education, and how higher education leaders respond to cultural assumptions

Form(s) of Curriculum Inquiry employed in this dissertation: phenomenological-naturalistic

(12) Title: A COMPETENCY SURVEY: A STUDY TO DETERMINE CRITICAL COMPETENCIES, OUTPUTS, AND ETHICAL ISSUES FOR FIRE INVESTIGATORS IN THE UNITED STATES (ARSON)

Author: HOOTON, DAVID BRIAN
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 569
Advisor: NADLER, NEAL M.
Source: DAI-A 53/12, p. 4187, Jun 1993

Research Problem: In the United States, loss of life and property to fire continues despite many efforts to reduce its stronghold. Fire investigators--individuals dedicated to determining the causes of fires and affixing responsibility--work for law enforcement agencies, insurance companies, and as independent consultants. Fire investigations help to contain the fire problem by improving life safety codes, identifying needs for product recall, bettering public education, and placing arsonists in jail. The literature research

revealed that competencies and ethical issues had not received academic attention.

Three research questions served to guide the study; they were: (a) What are the critical competencies for the performance of a fire investigator? (b) What are the relative outputs of these competencies? and (c) What are the anticipated ethical issues which will affect professional performance of the competencies or the professional posture of the outputs? Ethical issues, microcompetencies, their outputs, and macrocompetencies were evaluated by the research participants. These were divided into six functional areas.

The research design was triangulated with two data-gathering methods: key informant interviewing and a Delphi study. Three experts were interviewed. The Delphi study incorporated three rounds of questionnaires, and 39 participants completed the final Delphi round. Means and frequency response percentages were used to analyze the data. The research concluded with a listing of 57 ethical issues, 29 microcompetencies, 108 microcompetency outputs, and 360 macrocompetencies relative to output achievement. Ninety-three percent of the items showed agreement between the two groups.

The results of the study are beneficial to: (a) persons responsible for administering certification programs, (b) academic program developers, (c) training designers and evaluators, (d) organizational managers, and (e) individuals charged with creating standards. Additionally, the study validated the National Fire Protection Association Fire Investigator Professional Qualification Standards to be published in 1993.

Form(s) of Curriculum Inquiry employed in this dissertation: philosophical

(13)Title: SURVEY RESPONSES OF DEPARTMENT CHAIRS OF THE ILLINOIS COLLEGIATE ACCOUNTING PROGRAM TO THE REVISED ILLINOIS PUBLIC ACCOUNTING ACT (ACCOUNTING CERTIFICATION, MANDATES)

Author: SAMPSELL, MARTHA EIBERFELD
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 191
Advisor: MILLER, JACK W.
Source: DAI-A 53/12, p. 4193, Jun 1993

Research Problem:In September 1991, the Illinois State Legislature amended the Illinois Accounting Act. The new law mandates that effective January 1, 2001, the requirement to sit for the Uniform Certified Public Accountants Examination will be 150 semester hours of college credit culminating in a bachelor's degree with a concentration in accounting.

Department chairs of Illinois collegiate accounting programs need to examine the congruency of their current programs with the new certification requirements. Program realignment involves procedural and structural decisions. This study surveyed department chairs of Illinois collegiate accounting programs about four procedural and three structural factors affecting program change.

The study found above-average support for the revised law from Illinois faculty. Commitment to program revision was highest among faculty at 4-year programs and lowest among faculty at 2-year

programs. Sufficient lead time remains to revamp the structure and/or content of current programs. Articulation issues concerned department chairs of 2-year programs more than those of 4-year or 5-year programs. Internal coordination was not an important issue for the majority of department chairs. Department chairs of 4-year programs expressed concerns about a possible negative impact from the new law on student retention and enrollment. Conversely, department chairs at institutions with 5-year programs experienced the new law to have a positive impact on student recruitment. The chairs of 2-year programs anticipated little effect on student enrollment from the 150-hour requirement.

Few department chairs expected to receive additional institutional resources for program revision. Institutions with 4-year programs were most likely to increase the number of required courses in accounting, general business, and nonbusiness areas. In designing curricular change, department chairs indicated a preference for teaching computer usage, interpersonal and communication skills, ethics, and international issues through integration into existing courses.

Department chairs at institutions with 4-year programs face the most decisions about their current programs in light of the 150-hour requirement. Five-year programs require little adjustment to conform to the new law. Transfer issues concern 2-year programs. Survey results about the procedural and structural factors concerning other institutions can help department chairs make more informed decisions when planning program revisions.

Form(s) of Curriculum Inquiry employed in this dissertation: deliberative-action research

(14)Title: DIVERSITY IN THE CLASSROOM: A COLLECTION OF VIGNETTES (CLASSROOM DIVERSITY, TEACHING METHODS)

Author: STEWART, MARCIA DESMOND CANNON
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD . pp: 164
Advisor: BAUCH, JEROLD P.
Source: DAI-A 53/12, p. 4195, Jun 1993

Research Problem: Meeting individual student needs has always posed a challenge for teachers. The difficulty of this task is currently intensified due to the increasing amount of diversity in the classroom. A number of factors are contributing to the situation, notably an influx of students with mild to moderate handicaps, students from a wide range of cultural backgrounds, and students living in poverty or adverse circumstances. The purpose of this study is to provide a descriptive account of the instructional methodologies and strategies employed by teachers who are doing an exemplary job of meeting diverse student needs. Teacher background, attitude, and philosophies are examined within this context.

Eleven teachers and one team of teachers were recruited to participate in the study. Grade levels represented included kindergarten through fourth grade. Insights regarding the teacher and instruction were acquired through teacher interviews, observation, photography, and videotape. Qualitative analysis methodology was used to analyze the data.

The findings are reported in written and video format. The

results provide preservice and inservice teachers a methodological compendium on accommodating the increasingly diverse student population in contemporary classrooms. An additional benefit of the study is a comparison of the educational philosophies and teacher attitudes among teachers and across grade levels.
Form(s) of Curriculum Inquiry employed in this dissertation: deliberative

(15) Title: APPLICATIONS OF INSTRUCTIONAL DESIGN THEORY TO LESSON PLANNING FOR SUPERFUND INCIDENT COMMANDER TRAINING (HAZARDOUS MATERIALS, EMERGENCY RESPONSE TRAINING)
Author: MANSFIELD, NORMAN JEROME
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD pp: 214
Advisor: STOVALL, THOMAS F.
Source: DAI-A 53/12, p. 4227, Jun 1993

Research Problem: The increasing number of hazardous materials accidents in the United States has resulted in new federal regulations addressing the emergency response activities associated with chemical releases. A significant part of these new federal standards (29 CFR 1910.120 and 40 CFR Part 311) requires compliance with specific criteria by all personnel involved in a hazardous material emergency. This study investigated alternative lesson design models applicable to instruction for hazardous material emergencies. A specialized design checklist was created based on the work of Gagne, Briggs, and Wager (1988), Merrill (1987), and Clark (1989). This checklist was used in the development of lesson plan templates for the hazardous materials incident commander course.

Qualitative data for establishing learning objectives was collected by conducting a needs assessment and a job analysis of the incident commander position. Incident commanders from 14 public and private organizations participated in the needs assessment process. Technical information for the lessons was collected from appropriate governmental agencies. The implementation of the checklist and lesson plans can contribute to assuring quality training for incident commanders throughout the United States.

References. Clark, R. C. (1989). Developing technical training: A structured approach for the development of classroom and computer-based instructional materials. Reading, MA: Addison-Wesley. Gagne, R. M., Briggs, L. J., & Wager, W. W. (1988). Principles of instructional design (3rd ed.). New York: Rinehart and Winston. Merrill, M. D. (1987). Job and task analysis. In R. M. Gagne (Ed.), Instructional technology foundations (pp. 141-173). Hillsdale, NJ: Lawrence Erlbaum.
Form(s) of Curriculum Inquiry employed in this dissertation: theoretical, historical, action research

(16)Title: AN INVESTIGATION OF PRESERVICE AND BEGINNING TEACHERS' VIEWS OF SOCIAL STUDIES AND IMPLEMENTATION OF SOCIAL STUDIES INSTRUCTION (PRESERVICE TEACHERS)
Author: ESSERY, MARIAN SUSAN NIKKO
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD pp: 261

Advisor: SKEEL, DOROTHY J.
Source: DAI-A 53/12, p. 4273, Jun 1993

Research Problem: This study explored the manner in which preservice and beginning teachers eventually view and implement social studies instruction in their field experiences and then their classrooms. Essentially, the aim was to further understand the preservice and beginning teachers' views and decision making as they select and implement their goals and methodologies for social studies. These questions guided the focus of this inquiry: What influence does the methodology used in the elementary social studies methods course have on the way in which preservice and beginning teachers view and implement social studies? What is the relationship between the view of the role of social studies in the curriculum and methodology?

This naturalistic inquiry followed five preservice teachers through their social studies methods course and field experiences and into their beginning year of teaching. Observations with field notes, interviews, and examination of lesson planning provided the data for analysis. An attitude inventory was administered at the beginning and the end of the inquiry.

Profiles of the participants, as they progressed through the social studies methods course, field experiences, and beginning teaching, revealed a consistency of views of the role of social studies in the curriculum. Cultural and personal experiences appear to be powerful in shaping their ideological position.

As the participants implemented social studies in the classroom, the influence of the social studies methods course was apparent. The methods course had provided them with options in methodology and ideology that gave them the opportunity to reaffirm their original view of social studies. The topics and activities that were remembered from the methods course were those that focused or clustered around their particular viewpoint or ideological position.

Form(s) of Curriculum Inquiry employed in this dissertation: ethnographic

(17)Title: EDUCATIONAL USES OF MICROCOMPUTERS IN NEW HAMPSHIRE PUBLIC ELEMENTARY SCHOOLS (CAI)
Author: PANTELI, ANGELO E.
PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY
Degree: EDD . . . . : pp: 108
Advisor: CLOUSE, R. WILBURN
Source: DAI-A 53/12, p. 4289, Jun 1993

Research Problem: The information age has precipitated profound technical and social changes on contemporary society. Computer technology in particular continues to impact or to be a pervasive, transforming influence on our society. Our educational establishment bears a responsibility for preparing students to be productive, self-sufficient citizens in a modern industrial computerized society.

The data from this study provide baseline information and recommendations for educators and interested laypersons who are interested in establishing, amending, or refining their own computer technology programs as they prepare to take their students into the 21st century.

This study involved three areas of attention and investigation: (a) the current use and distribution of microcomputers in the public

elementary schools of New Hampshire, (b) a review of the professional literature regarding the present implementation of computers in schools nationwide, and (c) the historical evolution of the New Hampshire minimum standards for public elementary schools as mandated by the state department of education.

Data on current practices for utilizing microcomputers in the public elementary schools were solicited through a survey mailed to New Hampshire public school superintendents. A segment of the survey was organized around the computer elements of the New Hampshire Minimum Standards which school superintendents are mandated to implement.

Data were received, tabulated, and entered into a computer for analysis. Some of the following highlights emerged: (a) the predominant student/computer ratio in a given elementary school classroom in the 47 responding school administrative units (SAU) was 25:1, (b) 86% of the SAUs had instructional computers in elementary school classrooms, (c) 37 elementary schools or 17% of the SAUs surveyed had computers in their libraries for accessing information from a database, (d) the number of elementary schools with computers in their libraries for cataloging materials collections was 29 or 13% of the responding SAUs, (e) 82% of the school districts represented in the survey had a staff-development program focused on computer technology, and (f) 51% of the respondents reported that their computers were integrated as a learning tool in their elementary curriculum.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-evaluative

(18)Title: AN EXPLORATION AND DESCRIPTION OF GRADUATE NURSING RESEARCH EDUCATION: FACTORS AND ATTITUDES INFLUENCING CHOICE OF PARADIGMS, MODELS, AND METHODOLOGIES

Author: EVANS, JOANNE HILDA

PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 281

Advisor: LINCOLN, YVONNA S.

ource: DAI-B 53/12, p. 6220, Jun 1993 .

Research Problem: Opinions about the nursing profession's ongoing methodological research debate remain numerous, but little empirical work has been done to ascertain the research methods taught at the graduate level or the world view of faculty members who teach these courses. This qualitative study investigated the educational research framework of selected master's degree nursing programs. As an exploratory study, its purpose was to describe and analyze the education and socialization of graduate students into the various research paradigms and methodologies utilized in the nursing profession.

The purposive sample for this study was drawn from nine National League for Nursing accredited master's degree programs within New England. Data were gathered through document analysis of 17 research course syllabi, and in-depth interviews with 12 nurse educators who taught the research courses. Interview data were analyzed using a form of the constant comparative method.

The results demonstrated that master's level nursing research

course content remains weighted more heavily on the side of quantitative research methodology. Findings from examination of the research course syllabi revealed that 11 times as many class content hours were devoted to quantitative as opposed to qualitative methodology. Additionally, a meager amount (approximately 4%) of class time was spent on computer education and training in conjunction with the research process.

Analysis of faculty members' interview data uncovered a wide variety of category sets. For organizational purposes these sets were divided into two major theme areas: (a) research perceptions and views related to program structure, and (b) philosophies and world views regarding nursing research education and research in nursing practice. Findings highlighted pertinent research issues and conclusions were based on an inductive analysis of the findings.

This study holds import for school of nursing administrators, faculty members, researchers, and professional nursing organizations. Specific recommendations are offered to each of these groups.

The educational process at the master's level constitutes a powerful force in preparing future nurse researchers. Nursing faculty members who teach graduate research courses hold a key role in this process. This investigation provided insights into the background, perceptions, and attitudes of the individuals who continue to shape nursing's research traditions.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific-phenonmenological

(19)Title: THE EFFECTS OF VERBAL AND NONVERBAL COMMUNICATION SKILLS TRAINING TO IMPROVE THE SOCIAL/ASSERTIVE BEHAVIORS OF SEVEN STUDENTS WITH VISUAL HANDICAPS ENROLLED IN GRADES SEVEN THROUGH TWELVE (SOCIAL BEHAVIOR)

Author: FLENER, NORMA SETTLE

PEABODY COLLEGE FOR TEACHERS OF VANDERBILT UNIVERSITY

Degree: EDD pp: 321

Advisor: HARLEY, RANDALL K.

Source: DAI-B 53/07, p. 3835, Jan 1993

Research Problem: Children with visual handicaps often lack communication skills that would enable their effective interaction with others. Lack of these skills can pose problems for students in regular classes. Success in regular classes depends upon students' abilities to express needs and to independently interact with others.

This study examined the effects of a teaching unit in verbal and nonverbal communication skills on the social/assertive behaviors of seven children with legal blindness, six of whom were enrolled in regular classes at least 50% of the day.

Data collection proceeded along three fronts. First, a multiple baseline design determined changes in social/assertive behaviors before, during, and following training. Second, videotaped interactions of participants in regular classes were coded using the Interaction Observation Schedule. Third, the Informal Classroom Observation was administered at each videotaping in order to examine the quality and type of interactions made by participants.

Results of the role play tests and probes showed increases in

most of the 14 behaviors taught for most participants. Ten research statements were supported by the data. Four, involving appropriate voice and feelings, were not supported by the data.

Of the six research statements involving the Interaction Observation Schedule, two were supported by the data while two others were partially supported. Although levels of responses were higher prior to training, levels of initiations were higher following training.

Results of the Informal Classroom Observation showed changes in the quality and type of interactions for a few participants. This was particularly evident in interactions made prior to the beginning of structured activities.

Conclusions were that training improved the assertive/social behaviors of most participants. Also, increases were reported in participants' interactions involving initiations. Decreases were reported in avoidance of opportunities to interact.

Training appeared most successful for participants who (a) were enrolled in the seventh and eighth grades, (b) exhibited low levels of interactions in regular classes, and (c) demonstrated low frequencies of specific verbal and nonverbal communication skills. A final conclusion was that more research is needed to examine methods for increasing the interactions of children with visual handicaps mainstreamed in regular classes.

Form(s) of Curriculum Inquiry employed in this dissertation: scientific

VITAE

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